DOCUMENT RESUME

ED 477 363 TM 034 980

TITLE	The North Carolina State Testing Results. Preliminary State - Level Data Only. Multiple-Choice. Grade 3 Pretest. End-of-Grade (Grades 3-8); and End-of-Course Tests. Reporting on the State and 117 Public School Systems and 92 Charter Schools. "The Green Book."
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability.
PUB DATE	2002-09-00
NOTE	81p.
AVAILABLE FROM	For the 2000-2001 state testing results, see TM 033 693.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Standards; *Achievement Tests; Biology; Charter Schools; Elementary Secondary Education; Language Arts; Mathematics; Multiple Choice Tests; *State Programs; *Testing Programs
IDENTIFIERS	*North Carolina; North Carolina Competency Tests; North Carolina End of Course Testing Program

ABSTRACT

This book contains data reported to the North Carolina Department of Public Instruction before August 12, 2002 about state testing results. It contains preliminary 2001-2002 state testing results for: (1) grade 3 pretest, in reading and mathematics; (2) end-of-grade tests at grades 3 through 8, multiple choice tests; (3) alternate assessment academic inventories at grades 3 through 8; (4) alternate assessment portfolio results at grades 3 through 8; and (5) end-of-course tests in high school subjects. Limited preliminary subgroup information about each of the tests is included. No conclusions are drawn from this preliminary information. (Contains 50 tables and 6 figures.) (SLD)

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The North Carolina State Testing Results

2001-02

Preliminary State - Level Data Only

Multiple-Choice
Grade 3 Pretest
End-of-Grade (Grades 3-8)
and End-of-Course Tests

Reporting on the state
and 117 public school systems
and 92 charter schools

Published September 2002

TM034980

"The Green Book"

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Accountability Services
Raleigh NC 27699
www.ncpublicschools.org/accountability/testing

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The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02 Grade 3 Pretest, End-of-Grade (Grades 3-8), and End-of-Course Multiple-Choice Tests

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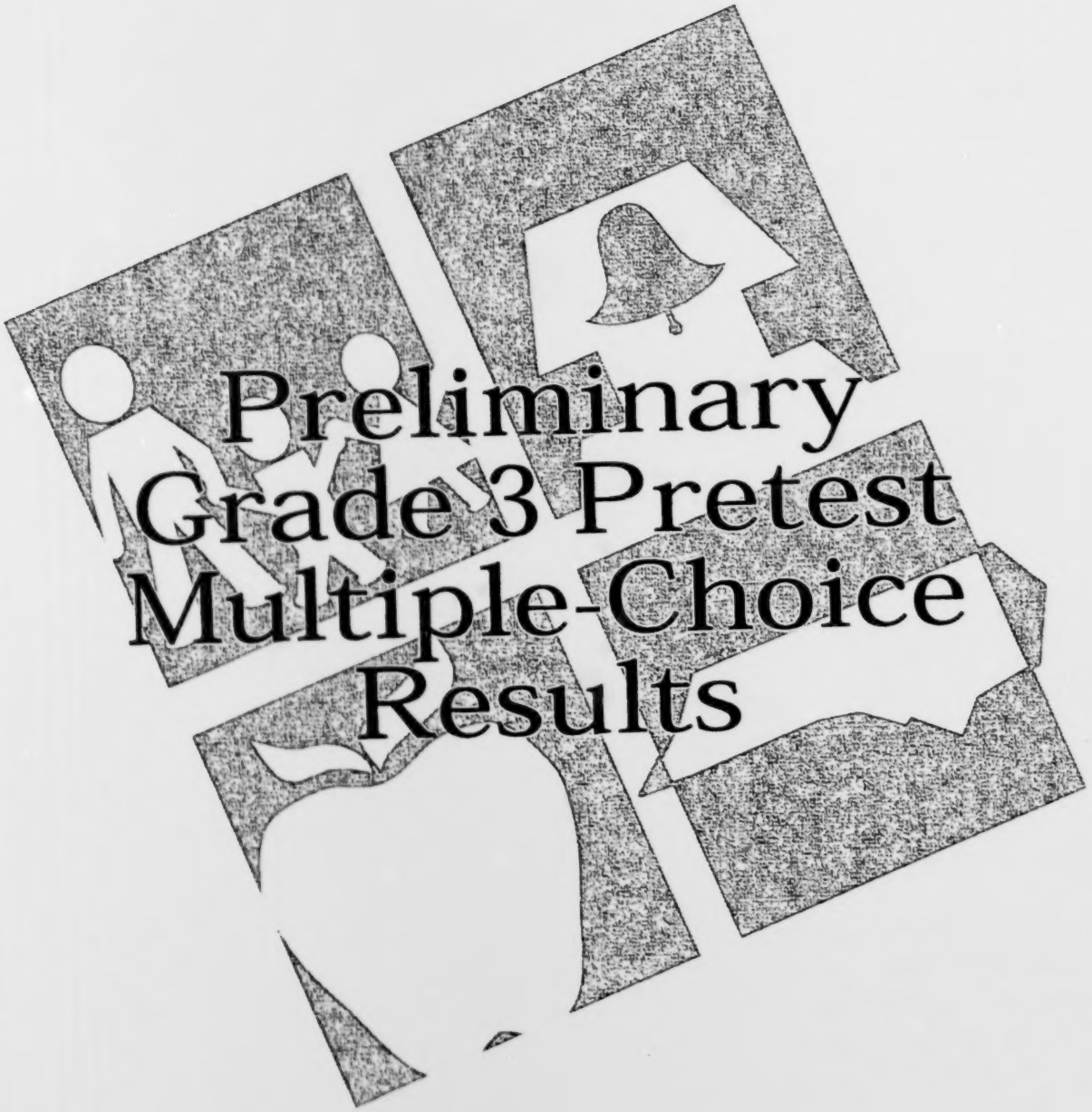

Preliminary Grade 3 Pretest Multiple-Choice Results

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Table 1. 1996-97 to 2001-02 Grade 3 Pretest Multiple-Choice Results

Statewide Summary

Reading and Mathematics

	Reading		Mathematics*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551	65.3%	94,846	70.3%
	137.8	8.6	130.0	8.2
1997-98	99,583	65.3%	99,801	71.5%
	137.7	8.5	130.2	8.0
1998-99	101,394	67.4%	101,639	74.7%
	138.1	8.5	130.9	7.9
1999-00	102,143	69.8%	102,309	76.9%
	138.7	8.6	131.6	7.8
2000-01	102,200	71.1%	102,484	79.2%
	138.9	8.4	236.1	8.1
2001-02	101,784	72.8%	101,848	82.7%
	139.3	8.5	237.1	8.1

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154; beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260. The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all data since 2001.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Table 2. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent

Grade 3 Pretest Reading

Category	Membership	Reading							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	105,406	101,784	96.6	1,636	1.6	1,094	1.0	372	0.4
Female	51,447	49,970	97.1	540	1.0	538	1.0	170	0.3
Male	53,940	51,806	96.0	1,092	2.0	552	1.0	201	0.4
Asian	1,946	1,820	93.5	21	1.1	90	4.6	11	0.6
Black	32,621	31,502	96.6	761	2.3	22	0.1	147	0.5
Hispanic	6,190	5,177	83.6	67	1.1	904	14.6	21	0.3
American Indian	1,624	1,580	97.3	38	2.3	2	0.1	2	0.1
Multi-Racial	2,145	2,098	97.8	24	1.1	5	0.2	9	0.4
White	60,766	59,512	97.9	720	1.2	63	0.1	177	0.3
Other	85	79	92.9	0	0.0	6	7.1	0	0.0
Title I	47,951	46,297	96.6	869	1.8	495	1.0	156	0.3
Schoolwide Program	43,913	42,376	96.5	830	1.9	439	1.0	149	0.3
Targeted Assistance	3,951	3,852	97.5	38	1.0	39	1.0	7	0.2
Migrant	942	827	87.8	29	3.1	82	8.7	1	0.1
Limited English Proficient (LEP)	3,601	2,657	73.8	26	0.7	900	25.0	10	0.3
All Students with Disabilities	13,025	11,260	86.4	1,556	11.9	15	0.1	46	0.4
Behaviorally-Emotionally Disabled	697	621	89.1	54	7.7	0	0.0	6	0.9
Hearing Impaired	151	135	89.4	13	8.6	2	1.3	0	0.0
Educable Mentally Disabled	1,815	1,059	58.3	715	39.4	3	0.2	11	0.6
Specific Learning Disabled	4,922	4,633	94.1	210	4.3	4	0.1	17	0.3
Speech-Language Impaired	3,084	3,049	98.9	4	0.1	6	0.2	3	0.1
Visually Impaired	46	41	89.1	4	8.7	0	0.0	0	0.0
Other Health Impaired	1,214	1,104	90.9	90	7.4	0	0.0	6	0.5
Orthopedically Impaired	98	81	82.7	15	15.3	0	0.0	0	0.0
Traumatic Brain Injury	29	19	65.5	10	34.5	0	0.0	0	0.0
Autistic	306	117	38.2	187	61.1	0	0.0	1	0.3
Severely/Profoundly Mentally Disabled	30	0	0.0	30	100.0	0	0.0	0	0.0
Multihandicapped	80	16	20.0	62	77.5	0	0.0	0	0.0
Trainable Mentally Disabled	166	3	1.8	162	97.6	0	0.0	0	0.0
Section 504	387	382	98.7	0	0.0	0	0.0	2	0.5

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.

Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 grade 3 pretest answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

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Table 3. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
Grade 3 Pretest Mathematics

Category	Membership	Mathematics							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	105,406	101,848	96.6	1,538	1.5	1,092	1.0	420	0.4
Female	51,447	49,967	97.1	533	1.0	536	1.0	185	0.4
Male	53,940	51,873	96.2	1,001	1.9	552	1.0	234	0.4
Asian	1,946	1,822	93.6	18	0.9	90	4.6	12	0.6
Black	32,621	31,537	96.7	721	2.2	22	0.1	155	0.5
Hispanic	6,190	5,184	83.7	61	1.0	903	14.6	23	0.4
American Indian	1,624	1,582	97.4	32	2.0	2	0.1	6	0.4
Multi-Racial	2,145	2,094	97.6	24	1.1	5	0.2	12	0.6
White	60,766	59,537	98.0	677	1.1	63	0.1	205	0.3
Other	85	78	91.8	0	0.0	5	5.9	2	2.4
Title I	47,951	46,320	96.6	829	1.7	493	1.0	179	0.4
Schoolwide Program	43,913	42,401	96.6	792	1.8	437	1.0	168	0.4
Targeted Assistance	3,951	3,850	97.4	36	0.9	39	1.0	11	0.3
Migrant	942	829	88.0	27	2.9	82	8.7	1	0.1
Limited English Proficient (LEP)	3,601	2,664	74.0	23	0.6	898	24.9	11	0.3
All Students with Disabilities	13,025	11,366	87.3	1,464	11.2	15	0.1	43	0.3
Behaviorally-Emotionally Disabled	697	631	90.5	48	6.9	0	0.0	5	0.7
Hearing Impaired	151	136	90.1	13	8.6	2	1.3	0	0.0
Educable Mentally Disabled	1,815	1,074	59.2	698	38.5	3	0.2	12	0.7
Specific Learning Disabled	4,922	4,707	95.6	141	2.9	4	0.1	16	0.3
Speech-Language Impaired	3,084	3,051	98.9	4	0.1	6	0.2	3	0.1
Visually Impaired	46	41	89.1	4	8.7	0	0.0	0	0.0
Other Health Impaired	1,214	1,111	91.5	87	7.2	0	0.0	4	0.3
Orthopedically Impaired	98	78	79.6	18	18.4	0	0.0	0	0.0
Traumatic Brain Injury	29	18	62.1	11	37.9	0	0.0	0	0.0
Autistic	306	117	38.2	186	60.8	0	0.0	2	0.7
Severely/Profoundly Mentally Disabled	30	0	0.0	30	100.0	0	0.0	0	0.0
Multihandicapped	80	16	20.0	62	77.5	0	0.0	0	0.0
Trainable Mentally Disabled	166	3	1.8	162	97.6	0	0.0	0	0.0
Section 504	387	383	99.0	0	0.0	0	0.0	1	0.3

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.

Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 grade 3 pretest answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Table 4. 2001-02 Grade 3 Pretest Distribution of Scale Scores
Reading

NUMBER OF STUDENTS WITH VALID SCORES*	101,784	HIGH SCORE	162
		LOW SCORE	119
MEAN	139.3	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.5	90	151.10
		75	145.86
VARIANCE	71.7	50 (MEDIAN)	139.11
		25	131.47
		10	128.14

FREQUENCY DISTRIBUTION

DEVELOPMENTAL SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1996 STATE PERCENTILE
162	12	101784	0.01	100.00	99
160	59	101772	0.06	99.99	99
158	514	101713	0.50	99.93	99
157	535	101199	0.53	99.43	99
156	1216	100664	1.19	98.90	99
155	1768	99448	1.74	97.70	98
154	359	97680	0.35	95.97	97
153	2587	97321	2.54	95.62	96
152	2343	94734	2.30	93.07	94
151	1949	92391	1.91	90.77	92
150	1722	90442	1.69	88.86	90
149	4223	88720	4.15	87.16	88
148	2705	84497	2.66	83.02	85
147	2065	81792	2.03	80.36	83
146	5282	79727	5.19	78.33	79
145	3329	74445	3.27	73.14	76
144	2052	71116	2.02	69.87	73
143	5847	69064	5.74	67.85	70
142	4241	63217	4.17	62.11	65
141	4503	58976	4.42	57.94	62
140	1821	54473	1.79	53.52	59
139	4541	52652	4.46	51.73	56
138	4659	48111	4.58	47.27	52
137	1737	43452	1.71	42.69	49
136	4390	41715	4.31	40.98	46
135	4019	37325	3.95	36.67	42
134	2007	33306	1.97	32.72	40
133	3631	31299	3.57	30.75	37
132	2052	27668	2.02	27.18	34
131	5491	25616	5.39	25.17	30
130	3540	20125	3.48	19.77	25
129	4930	16585	4.84	16.29	20
128	4049	11655	3.98	11.45	14
127	4429	7606	4.35	7.47	8
126	1860	3177	1.83	3.12	4
125	222	1317	0.22	1.29	2
124	602	1095	0.59	1.08	1
123	263	493	0.26	0.48	1
122	144	230	0.14	0.23	1
121	62	86	0.06	0.08	1
120	8	24	0.01	0.02	1
LESS THAN 120	16	16	0.02	0.02	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2001 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Table 5. 2001-02 Grade 3 Pretest Distribution of Scale Scores
Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	101,848	HIGH SCORE	260
		LOW SCORE	211
MEAN	237.1	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.1	90	247.49
		75	242.72
VARIANCE	65.2	50 (MEDIAN)	236.87
		25	231.61
		10	226.70

FREQUENCY DISTRIBUTION

DEVELOPMENTAL SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2000 STATE PERCENTILE
260	123	101848	0.12	100.00	99
259	121	101725	0.12	99.88	99
257	414	101604	0.41	99.76	99
256	301	101190	0.30	99.35	99
255	807	100889	0.79	99.06	99
253	583	100082	0.57	98.27	99
252	1225	99499	1.20	97.69	98
251	764	98274	0.75	96.49	97
250	2546	97510	2.50	95.74	96
249	2080	94964	2.04	93.24	94
248	1188	92884	1.17	91.20	93
247	3703	91696	3.64	90.03	91
246	2671	87993	2.62	86.40	88
245	1267	85322	1.24	83.77	86
244	4177	84055	4.10	82.53	84
243	4457	79878	4.38	78.43	80
242	4622	75421	4.54	74.05	75
241	4785	70799	4.70	69.51	71
240	4896	66014	4.81	64.82	67
239	4960	61118	4.87	60.01	62
238	3206	56158	3.15	55.14	58
237	3195	52952	3.14	51.99	55
236	4810	49757	4.72	48.85	51
235	4827	44947	4.74	44.13	46
234	4785	40120	4.70	39.39	41
233	5975	35335	5.87	34.69	36
232	4359	29360	4.28	28.83	31
231	3909	25001	3.84	24.55	27
230	3524	21092	3.46	20.71	23
229	3199	17568	3.14	17.25	19
228	2852	14369	2.80	14.11	16
227	1659	11517	1.63	11.31	13
226	1568	9858	1.54	9.68	11
225	1955	8290	1.92	8.14	9
224	1756	6335	1.72	6.22	7
223	992	4579	0.97	4.50	5
222	819	3587	0.80	3.52	4
221	593	2768	0.58	2.72	3
220	759	2175	0.75	2.14	2
219	575	1416	0.56	1.39	2
218	260	841	0.26	0.83	1
217	250	581	0.25	0.57	1
216	164	331	0.16	0.32	1
215	79	167	0.08	0.16	1
214	48	88	0.05	0.09	1
213	14	40	0.01	0.04	1
212	9	26	0.01	0.03	1
LESS THAN 212	17	17	0.02	0.02	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2001 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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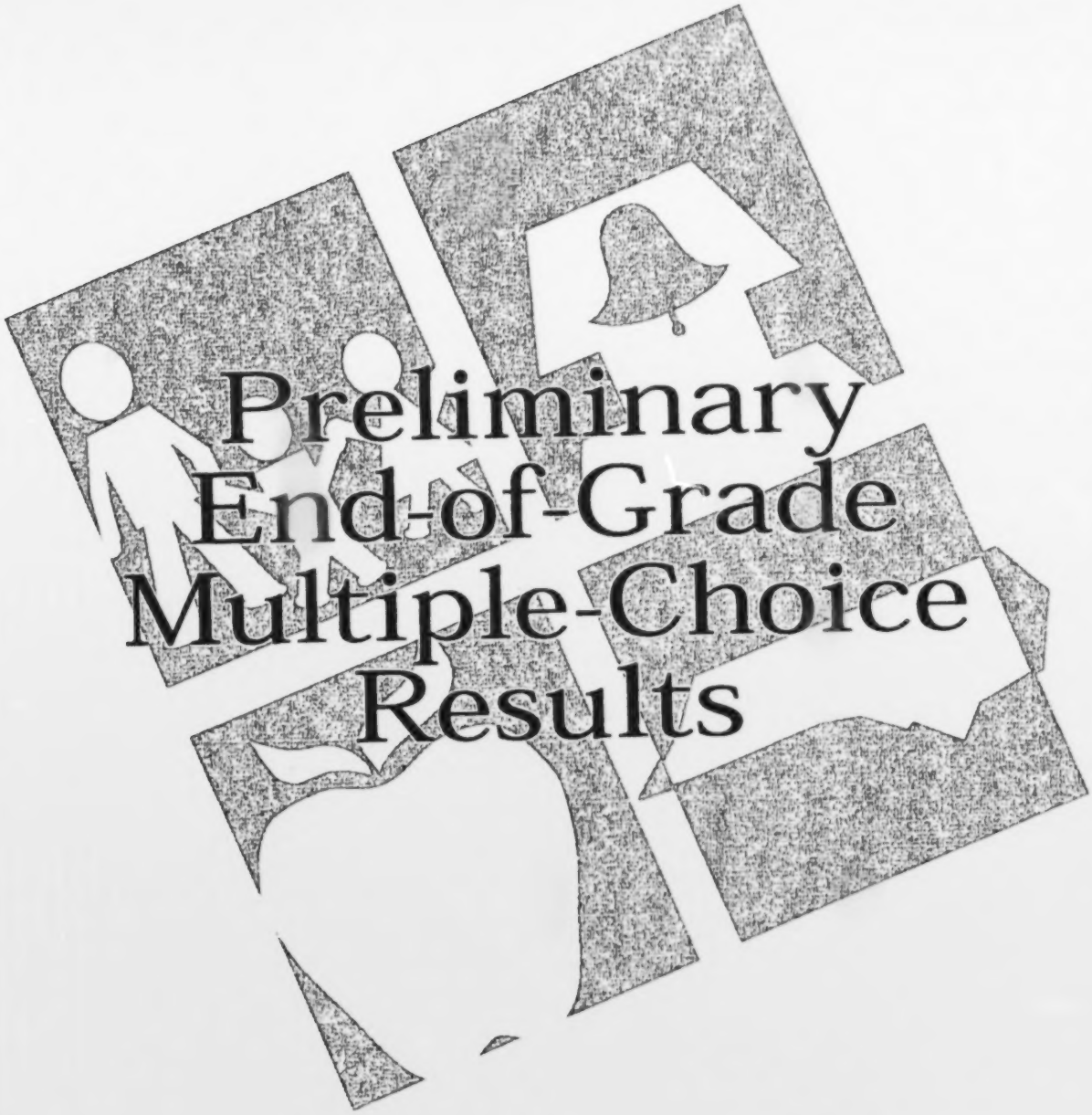

Preliminary End-of-Grade Multiple-Choice Results

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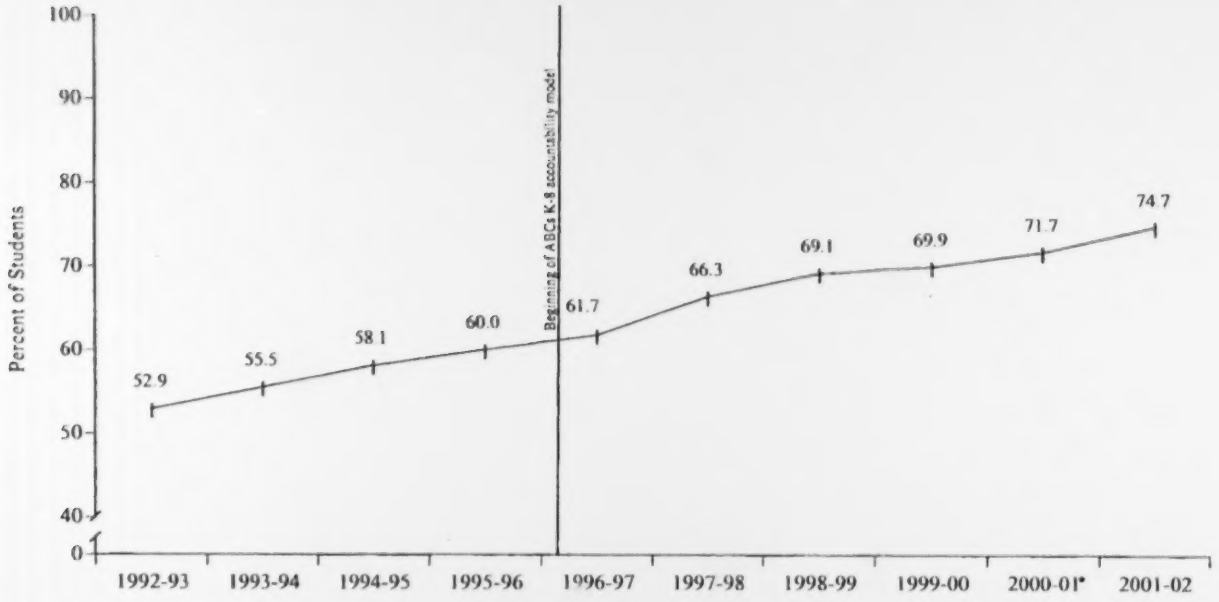
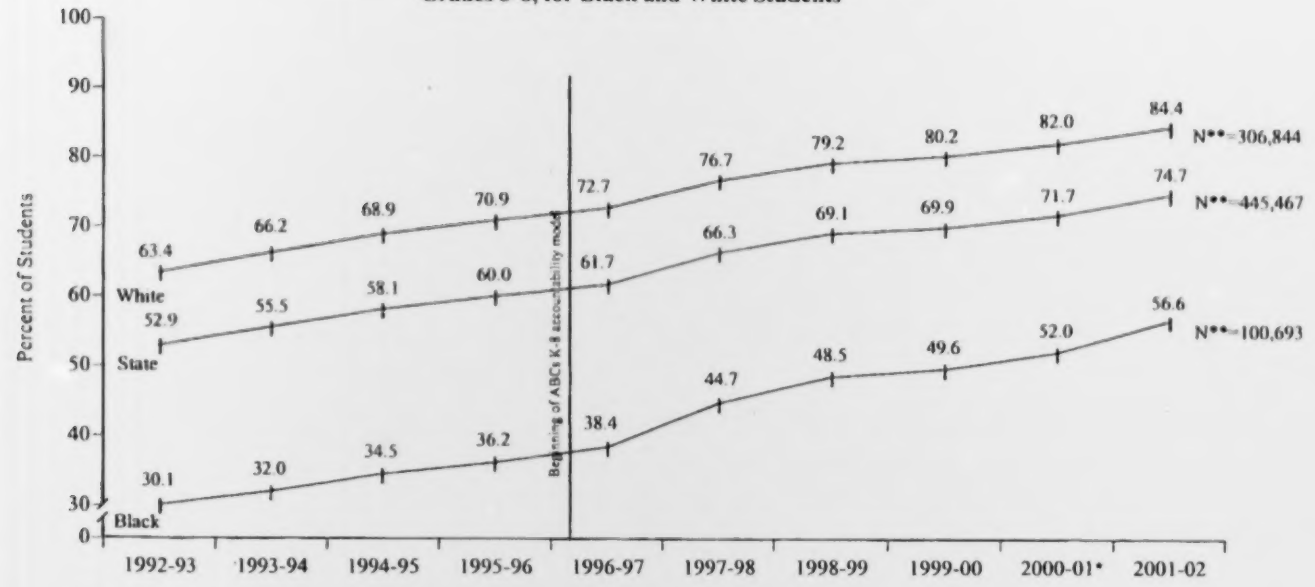
Preliminary Report

Figure 1. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8



Preliminary Report

Figure 2. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8, for Black and White Students



Notes *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum since the 2000-01 school year.
**N counts equal the number of students "At or Above Level III" in both reading and mathematics for 2001-02; previous years are comparable.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
Data received from LEAs and charter schools after August 16, 2002 are not included in these figures.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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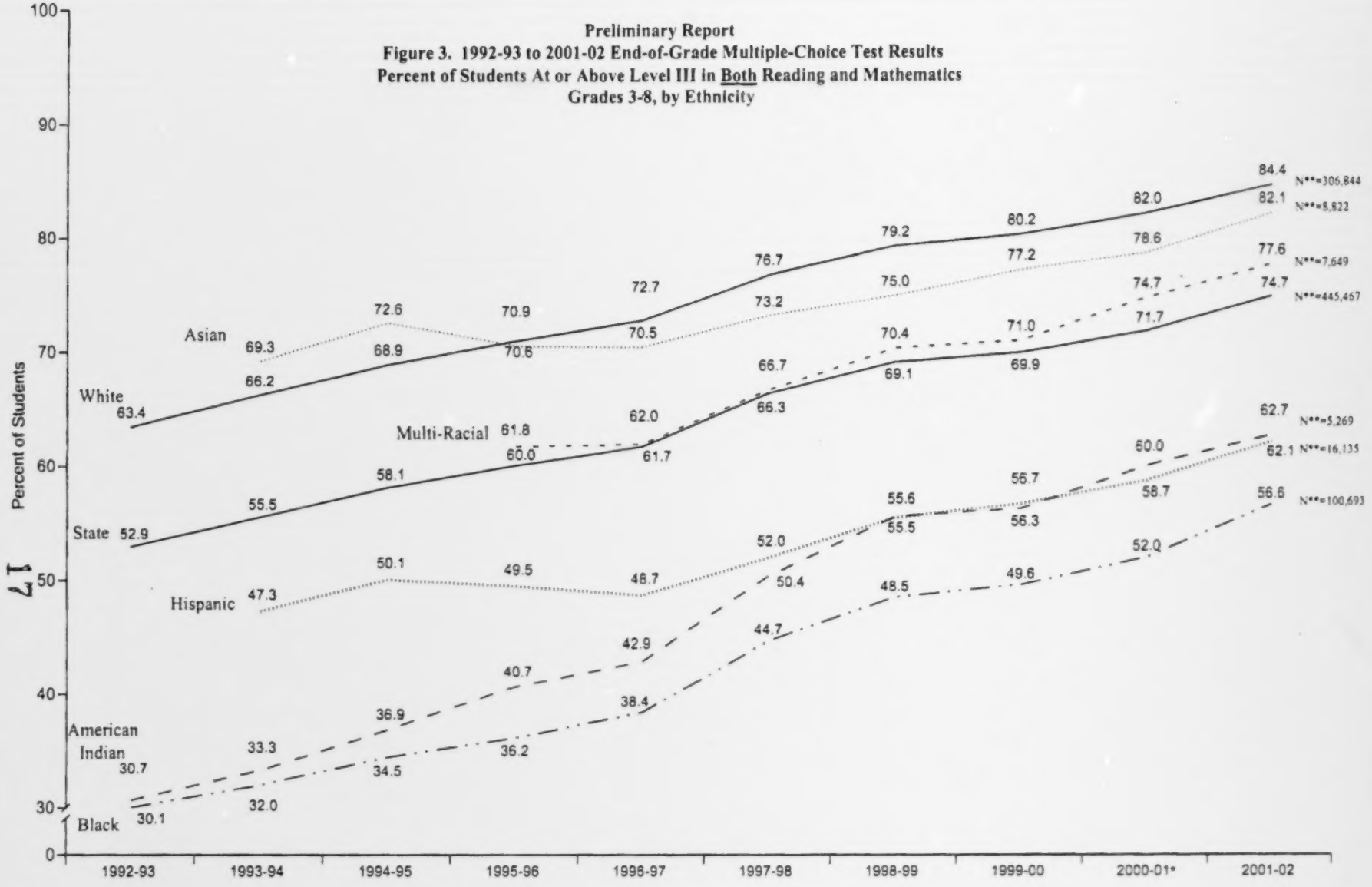
Preliminary Report

Figure 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students At or Above Level III in Both Reading and Mathematics
Grades 3-8, by Ethnicity



Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum since the 2000-01 school year.
**N counts equal the number of students "At or Above Level III" in both reading and mathematics for 2001-02; previous years are comparable.
Asian and Hispanic results were not reported in 1992-93. Results in the Multi-Racial category were not reported in 1992-93, 1993-94, and 1994-95.
Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 1. 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics*	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV**
	Mean Scale Score	Standard Deviation	Mean Scale Score***	Standard Deviation
Grade 3	100,105	79.8%	100,748	77.3%
	147.8	8.9	251.4	7.7
Grade 4	100,426	77.1%	101,120	88.9%
	150.8	9.0	256.5	8.4
Grade 5	100,294	84.5%	101,125	88.4%
	156.3	7.9	260.8	9.7
Grade 6	101,617	74.1%	102,060	86.4%
	157.5	9.1	264.5	9.9
Grade 7	100,420	76.6%	100,674	83.3%
	160.1	8.3	268.0	10.9
Grade 8	96,104	85.2%	96,325	82.3%
	163.4	7.8	271.2	11.1

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all data since 2001.

***Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208; beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 2. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance

Reading

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1999-00 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	2000-01 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	2001-02 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,381 142.7 61.2%	88,301 142.8 60.4%	88,573 143.4 63.4%	90,594 143.8 64.8%	95,356 144.1 65.8%	98,389 145.7 71.6%	100,525 146.4 73.6%	101,064 146.5 74.4%	101,652 147.0 76.4%	100,105 147.8 79.8%
Grade 4	84,811 147.1 62.4%	85,311 147.9 65.8%	88,163 147.6 64.1%	89,115 148.7 69.4%	91,868 148.4 67.7%	94,109 149.3 70.9%	97,911 149.5 71.4%	99,431 149.8 72.1%	99,717 150.3 74.6%	100,426 150.8 77.1%
Grade 5	85,337 151.5 64.1%	85,330 151.7 65.4%	86,150 152.4 68.2%	89,237 152.1 66.5%	90,773 153.0 70.8%	91,566 154.3 75.2%	94,801 154.3 75.8%	98,099 155.3 79.1%	99,639 156.0 82.7%	100,294 156.3 84.5%
Grade 6	84,278 154.0 62.6%	85,813 154.4 65.1%	86,370 154.5 65.9%	87,310 155.3 67.7%	91,667 155.6 67.1%	91,669 155.8 70.0%	93,589 156.7 72.3%	96,489 156.3 69.5%	100,079 156.7 70.6%	101,617 157.5 74.1%
Grade 7	83,868 157.0 63.5%	84,852 157.3 64.2%	86,478 158.0 68.5%	87,457 157.9 66.9%	89,515 158.2 67.8%	91,267 159.0 71.1%	92,021 159.9 76.6%	94,031 160.2 76.4%	96,945 159.9 75.3%	100,420 160.1 76.6%
Grade 8	80,833 158.7 66.5%	82,985 159.7 71.0%	83,802 160.1 72.8%	85,997 160.0 72.7%	87,317 160.9 75.0%	87,903 161.9 79.5%	90,330 162.3 79.9%	90,984 162.7 82.5%	93,305 163.1 83.3%	96,104 163.4 85.2%

Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report
Table 3. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics*

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1999-00 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	2000-01 Number Tested Mean Scale Score** Percent Students at Achievement Levels III, IV***	2001-02 Number Tested Mean Scale Score** Percent Students at Achievement Levels III, IV***
Grade 3	85,026 139.9 60.6%	88,414 140.0 61.6%	88,845 141.2 65.1%	90,710 141.9 67.4%	95,608 142.8 70.2%	98,844 142.3 68.2%	101,021 142.9 70.0%	101,572 143.5 71.8%	102,160 250.6 73.6%	100,748 251.4 77.3%
Grade 4	84,453 146.1 64.1%	85,363 147.2 67.1%	88,230 147.9 68.5%	89,172 148.5 71.5%	92,064 149.5 74.6%	94,499 151.5 79.3%	98,391 152.2 82.7%	99,990 152.9 84.4%	100,392 255.8 86.8%	101,120 256.5 88.9%
Grade 5	84,999 152.3 59.7%	85,384 153.5 63.9%	86,159 154.4 66.5%	89,261 155.2 70.0%	90,930 156.4 73.1%	91,927 157.4 78.0%	95,258 159.2 82.4%	98,558 159.5 82.9%	100,226 260.0 86.7%	101,125 260.8 88.4%
Grade 6	83,683 158.3 61.3%	85,850 159.4 66.2%	86,395 160.2 67.6%	87,320 161.4 72.6%	91,720 162.0 72.7%	91,802 163.6 78.3%	93,824 164.8 81.1%	96,708 165.1 81.0%	100,367 263.2 82.9%	102,060 264.5 86.4%
Grade 7	83,143 164.1 60.0%	84,768 164.8 63.2%	86,439 166.0 67.1%	87,490 166.4 68.5%	89,526 167.5 70.8%	91,368 169.2 76.9%	92,151 170.8 82.5%	94,031 171.0 80.7%	97,114 267.1 81.2%	100,674 268.0 83.3%
Grade 8	80,032 168.3 61.9%	82,793 169.0 61.9%	83,576 170.3 67.6%	86,006 170.6 67.7%	87,390 171.1 68.9%	87,978 173.7 76.3%	90,396 174.1 77.6%	90,984 175.3 80.6%	93,408 270.0 79.5%	96,325 271.2 82.3%

Notes: * The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310

*** The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all data since 2001

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Table 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance

Reading

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,573	63.4%	90,594	64.8%	95,356	65.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%	144.1	11.0%
Std. Dev.	9.9		10.0		10.1		9.7		9.8	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%	91,868	67.7%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%	148.4	9.9%
Std. Dev.	9.6		9.3		9.6		9.3		9.6	
Grade 5	85,337	64.1%	85,330	65.4%	86,150	68.2%	89,237	66.5%	90,773	70.8%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%	153.0	7.6%
Std. Dev.	9.0		8.9		8.8		8.9		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.7	91,667	67.1%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%	155.6	8.7%
Std. Dev.	9.1		9.1		8.7		9.3		9.9	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%	89,515	67.8%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%	158.2	8.4%
Std. Dev.	8.6		8.7		8.6		8.6		9.0	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%	87,317	75.0%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%	160.9	5.0%
Std. Dev.	8.9		8.6		8.6		8.5		8.7	

Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 4. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance (continued)

Reading

	1997-98		1998-99		1999-00		2000-01		2001-02	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	98,389	71.6%	100,525	73.6%	101,064	74.4%	101,652	76.4%	100,105	79.8%
	145.7	8.6%	146.4	6.9%	146.5	6.2%	147.0	5.7%	147.8	4.2%
Std. Dev.	9.7		9.7		9.5		9.3		8.9	
Grade 4	94,109	70.9%	97,911	71.4%	99,451	72.1%	99,717	74.6%	100,426	77.1%
	149.3	7.9%	149.5	7.4%	149.8	7.0%	150.3	6.1%	150.8	4.7%
Std. Dev.	9.6		9.4		9.5		9.3		9.0	
Grade 5	91,566	75.2%	94,801	75.8%	98,099	79.1%	99,639	82.7%	100,294	84.5%
	154.3	6.1%	154.3	5.0%	155.3	4.4%	156.0	3.4%	156.3	2.7%
Std. Dev.	9.0		8.5		8.7		8.2		7.9	
Grade 6	91,669	70.0%	93,589	72.3%	96,489	69.5%	100,079	70.6%	101,617	74.1%
	155.8	7.3%	156.7	5.9%	156.3	6.9%	156.7	6.0%	157.5	4.1%
Std. Dev.	9.3		9.3		9.8		9.6		9.1	
Grade 7	91,267	71.1%	92,021	76.6%	94,031	76.4%	96,945	75.3%	100,420	76.6%
	159.0	7.4%	159.9	5.2%	160.2	5.3%	159.9	5.0%	160.1	4.3%
Std. Dev.	8.8		8.2		8.5		8.5		8.3	
Grade 8	87,903	79.5%	90,330	79.9%	90,984	82.5%	93,305	83.3%	96,104	85.2%
	161.9	3.4%	162.3	3.2%	162.7	2.9%	163.1	2.3%	163.4	1.9%
Std. Dev.	8.3		8.4		8.1		8.1		7.8	

Note: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance

Mathematics*

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%	95,608	70.2%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%	142.8	6.8%
Std. Dev.	11.3		11.5		11.5		11.4		11.3	
Grade 4	84,453	64.1%	85,363	67.1%	88,230	68.5%	89,172	71.5%	92,064	74.6%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%	149.5	6.4%
Std. Dev.	10.5		10.7		11.1		10.7		10.8	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%	90,930	73.1%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%	156.4	7.1%
Std. Dev.	9.7		10.0		10.3		10.2		10.4	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%	91,720	72.7%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%	162.0	6.6%
Std. Dev.	10.1		10.2		10.4		10.6		11.1	
Grade 7	83,143	60.0%	84,768	63.2%	86,439	67.1%	87,490	68.5%	89,526	70.8%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%	167.5	8.6%
Std. Dev.	10.0		10.4		10.4		10.7		11.4	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%	87,390	68.9%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%	171.1	9.0%
Std. Dev.	10.6		11.0		11.1		11.3		11.8	

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 5. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance (continued)

Mathematics*

	1997-98		1998-99		1999-00		2000-01		2001-02	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV**	Number Tested	Percent Students at Achievement Levels III, IV**
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score**	Percent Students at Achievement Level I***	Mean Scale Score**	Percent Students at Achievement Level I***
Grade 3	98,844	68.2%	101,021	70.0%	101,572	71.8%	102,160	73.6%	100,748	77.3%
	142.3	7.0%	142.9	6.3%	143.5	5.6%	250.6	4.2%	251.4	3.2%
Std. Dev.	11.2		11.1		11.1		7.7		7.7	
Grade 4	94,499	79.3%	98,391	82.7%	99,990	84.4%	100,392	86.8%	101,120	88.9%
	151.5	4.0%	152.2	2.9%	152.9	2.1%	255.8	1.2%	256.5	0.9%
Std. Dev.	10.8		10.3		10.1		8.3		8.4	
Grade 5	91,927	78.0%	95,258	82.4%	98,558	82.9%	100,226	86.7%	101,125	88.4%
	157.4	5.8%	159.2	3.8%	159.5	3.8%	260.0	2.2%	260.8	1.7%
Std. Dev.	10.1		10.0		10.1		9.6		9.7	
Grade 6	91,802	78.3%	93,824	81.1%	96,708	81.0%	100,367	82.9%	102,060	86.4%
	163.6	5.0%	164.8	4.3%	165.1	4.1%	263.2	3.3%	264.5	2.2%
Std. Dev.	10.8		10.9		11.2		9.9		9.9	
Grade 7	91,368	76.9%	92,151	82.5%	94,031	80.7%	97,114	81.2%	100,674	83.3%
	169.2	5.4%	170.8	3.9%	171.0	4.5%	267.1	3.2%	268.0	2.7%
Std. Dev.	11.0		10.6		11.5		10.6		10.9	
Grade 8	87,978	76.3%	90,396	77.6%	90,984	80.6%	93,408	79.5%	96,325	82.3%
	173.7	5.4%	174.1	5.4%	175.3	4.8%	270.0	5.3%	271.2	4.2%
Std. Dev.	11.6		12.0		11.9		11.0		11.1	

Notes: *The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year.

**Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

***The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all data since 2001.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Table 6. 2001-02 End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	114-130	131-140	141-150	151-172
4	118-134	135-144	145-155	156-174
5	124-138	139-148	149-158	159-182
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187

Mathematics Developmental Scale Scores (set in September 2001)

Grade	Level I	Level II	Level III	Level IV
3	218-237	238-245	246-254	255-276
4	221-239	240-246	247-257	258-285
5	221-242	243-249	250-259	260-295
6	228-246	247-253	254-264	265-296
7	231-249	250-257	258-266	267-307
8	235-253	254-260	261-271	272-310

Data received from LEAs and charter schools after August 16, 2002 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Table 7. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade

Reading

Achievement Levels

Level I

Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II

Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

Level III

Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.

Level IV

Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

	Grade 3	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
1993	13.6	12.1	9.5	9.3	9.3	7.9
1994	13.9	10.1	9.8	9.2	9.6	6.0
1995	12.9	10.8	8.0	7.5	8.0	5.7
1996	11.3	9.0	8.9	8.8	8.5	5.5
1997	11.0	9.9	7.6	8.7	8.4	5.0
1998	8.6	7.9	6.1	7.3	7.4	3.4
1999	6.9	7.4	5.0	5.9	5.2	3.2
2000	6.2	7.0	4.4	6.9	5.3	2.9
2001	5.7	6.1	3.4	6.0	5.0	2.3
2002	4.2	4.7	2.7	4.1	4.3	1.9
1993	25.2	25.6	26.4	28.1	27.1	25.6
1994	25.7	24.1	24.8	25.7	26.2	23.0
1995	23.7	25.1	23.8	26.6	23.5	21.5
1996	23.9	21.6	24.6	23.5	24.7	21.8
1997	23.2	22.4	21.6	24.2	23.8	20.0
1998	19.8	21.2	18.8	22.7	21.4	17.2
1999	19.5	21.2	19.3	21.8	18.2	16.9
2000	19.4	21.0	16.6	23.6	18.2	14.6
2001	17.9	19.4	13.9	23.4	19.7	14.3
2002	16.0	18.2	12.8	21.9	19.2	12.9
1993	38.5	41.2	39.7	39.8	39.4	42.5
1994	36.1	44.0	41.8	41.3	38.9	44.2
1995	37.2	41.6	41.3	43.3	40.6	43.7
1996	37.9	44.8	41.3	40.4	39.4	45.8
1997	37.6	42.9	41.4	37.3	36.4	43.6
1998	36.3	41.5	40.4	39.3	39.0	43.7
1999	36.7	43.8	43.1	39.6	41.2	43.1
2000	38.0	42.3	41.0	36.6	39.4	43.8
2001	38.4	43.2	43.2	37.7	37.5	43.9
2002	38.8	44.7	44.5	39.6	38.5	44.7
1993	22.7	21.2	24.4	22.8	24.1	24.0
1994	24.3	21.8	23.7	23.8	25.3	26.8
1995	26.2	22.6	26.9	22.6	27.8	29.1
1996	26.9	24.6	25.3	27.4	27.4	26.8
1997	28.3	24.8	29.4	29.7	31.4	31.4
1998	35.3	29.4	34.8	30.7	32.2	35.8
1999	36.9	27.6	32.7	32.7	35.4	36.8
2000	36.4	29.7	38.1	32.9	37.1	38.6
2001	38.0	31.3	39.4	32.9	37.8	39.5
2002	41.0	32.4	40.0	34.5	38.1	40.5

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Table 8. 1992-93 to 2001-02 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade

Mathematics

Achievement Levels

Level I

Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1993	10.7	10.0	12.1	10.5	10.5	10.4
1994	10.9	8.8	10.6	9.6	11.5	10.1
1995	9.3	8.6	9.4	8.2	8.4	8.2
1996	7.9	7.2	8.5	7.0	9.0	8.8
1997	6.8	6.4	7.1	6.6	8.6	9.0
1998	7.0	4.0	5.8	5.0	5.4	5.4
1999	6.3	2.9	3.8	4.3	3.9	5.4
2000	5.6	2.1	3.8	4.1	4.5	4.8
2001*	4.2	1.2	2.2	3.3	3.2	5.3
2002	3.2	0.9	1.7	2.2	2.7	4.2

Level II

Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

1993	28.6	25.9	28.2	28.2	29.5	27.7
1994	27.5	24.1	25.5	24.3	25.3	28.1
1995	25.6	22.9	24.1	24.1	24.5	24.2
1996	24.7	21.3	21.5	20.5	22.5	23.5
1997	23.0	19.1	19.8	20.7	20.6	22.1
1998	24.8	16.8	16.1	16.7	17.7	18.3
1999	23.7	14.4	13.7	14.6	13.6	17.0
2000	22.6	13.4	13.3	14.9	14.8	14.6
2001*	22.2	12.0	11.2	13.8	15.5	15.2
2002	19.5	10.2	9.8	11.4	14.0	13.5

Level III

Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.

1993	39.5	44.0	38.3	41.7	38.0	41.1
1994	39.7	43.2	37.7	43.9	38.3	38.4
1995	39.7	41.3	37.3	42.5	38.6	40.1
1996	39.7	43.6	38.0	43.0	38.8	38.7
1997	39.6	41.9	36.2	40.5	36.9	38.4
1998	39.8	41.7	37.8	40.7	38.3	37.6
1999	40.2	43.0	35.5	39.8	37.4	37.9
2000	40.0	43.7	34.3	38.1	35.1	36.5
2001*	43.3	46.7	36.6	40.5	33.3	36.8
2002	43.1	45.9	35.3	39.2	32.4	35.7

Level IV

Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

1993	21.2	20.1	21.4	19.5	22.0	20.8
1994	21.9	23.8	26.2	22.3	25.0	23.5
1995	25.4	27.2	29.2	25.1	28.5	27.5
1996	27.7	28.0	32.0	29.6	29.7	29.1
1997	30.7	32.7	36.8	32.2	34.0	30.5
1998	28.4	37.6	40.2	37.7	38.6	38.7
1999	29.8	39.6	46.9	41.3	45.0	39.7
2000	31.8	40.8	48.6	42.9	45.6	44.1
2001*	30.3	40.0	50.1	42.4	48.0	42.7
2002	34.2	43.0	53.2	47.2	50.9	46.6

Notes * The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all data since 2001.
Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Table 9. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 3 Reading

Category	Membership	Reading							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Exclued Due to LEP	Number Absent	Percent Absent
Total	105,708	100,105	94.7	3,895	3.7	1,269	1.2	128	0.1
Female	51,511	49,520	96.1	1,196	2.3	614	1.2	55	0.1
Male	54,187	50,585	93.4	2,694	5.0	653	1.2	72	0.1
Asian	2,013	1,844	91.6	33	1.6	130	6.5	4	0.2
Black	32,680	30,603	93.6	1,916	5.9	34	0.1	44	0.1
Hispanic	6,478	5,213	80.5	196	3.0	1,029	15.9	17	0.3
American Indian	1,591	1,469	92.3	120	7.5	0	0.0	0	0.0
Multi-Racial	2,249	2,167	96.4	68	3.0	10	0.4	0	0.0
White	60,676	58,799	96.9	1,555	2.6	63	0.1	62	0.1
Other	11	8	72.7	1	9.1	2	18.2	0	0.0
Title I	49,547	46,564	94.0	2,158	4.4	631	1.3	55	0.1
Schoolwide Program	44,698	41,951	93.9	2,052	4.6	524	1.2	44	0.1
Targeted Assistance	4,755	4,556	95.8	99	2.1	78	1.6	11	0.2
Migrant	1,002	806	80.4	56	5.6	131	13.1	2	0.2
Limited English Proficient (LEP)	4,236	2,997	70.8	94	2.2	1,122	26.5	9	0.2
All Students with Disabilities	17,376	13,417	77.2	3,793	21.8	31	0.2	43	0.2
Behaviorally-Emotionally Disabled	860	638	74.2	209	24.3	3	0.3	6	0.7
Hearing Impaired	169	133	78.7	32	18.9	3	1.8	0	0.0
Educable Mentally Disabled	2,078	613	29.5	1,447	69.6	5	0.2	7	0.3
Specific Learning Disabled	6,630	5,477	82.6	1,091	16.5	12	0.2	11	0.2
Speech-Language Impaired	2,980	2,909	97.6	35	1.2	6	0.2	1	0.0
Visually Impaired	50	45	90.0	5	10.0	0	0.0	0	0.0
Other Health Impaired	1,868	1,501	80.4	359	19.2	1	0.1	6	0.3
Orthopedically Impaired	102	71	69.6	30	29.4	0	0.0	0	0.0
Traumatic Brain Injury	32	19	59.4	13	40.6	0	0.0	0	0.0
Autistic	358	112	31.3	240	67.0	0	0.0	4	1.1
Severely/Profoundly Mentally Disabled	37	0	0.0	33	89.2	0	0.0	2	5.4
Multihandicapped	102	11	10.8	90	88.2	0	0.0	1	1.0
Deaf-Blind	1	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	188	1	0.5	183	97.3	1	0.5	1	0.5
Section 504	1,921	1,887	98.2	25	1.3	0	0.0	4	0.2

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 9. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 3 Mathematics (continued)

Category	Membership	Mathematics							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	105,708	100,748	95.3	3,247	3.1	1,265	1.2	136	0.1
Female	51,511	49,632	96.4	1,085	2.1	612	1.2	56	0.1
Male	54,187	51,115	94.3	2,157	4.0	651	1.2	79	0.1
Asian	2,013	1,850	91.9	28	1.4	129	6.4	4	0.2
Black	32,680	30,847	94.4	1,673	5.1	34	0.1	44	0.1
Hispanic	6,478	5,252	81.1	159	2.5	1,026	15.8	16	0.2
American Indian	1,591	1,504	94.5	86	5.4	0	0.0	0	0.0
Multi-Racial	2,249	2,180	96.9	54	2.4	10	0.4	0	0.0
White	60,676	59,106	97.4	1,241	2.0	63	0.1	71	0.1
Other	11	9	81.8	0	0.0	2	18.2	0	0.0
Title I	49,547	46,917	94.7	1,802	3.6	629	1.3	58	0.1
Schoolwide Program	44,698	42,284	94.6	1,715	3.8	523	1.2	47	0.1
Targeted Assistance	4,755	4,574	96.2	81	1.7	77	1.6	11	0.2
Migrant	1,002	815	81.3	49	4.9	130	13.0	2	0.2
Limited English Proficient (LEP)	4,236	3,021	71.3	73	1.7	1,120	26.4	8	0.2
All Students with Disabilities	17,376	14,056	80.9	3,152	18.1	31	0.2	46	0.3
Behaviorally-Emotionally Disabled	860	679	79.0	165	19.2	3	0.3	9	1.0
Hearing Impaired	169	133	78.7	32	18.9	3	1.8	0	0.0
Educable Mentally Disabled	2,078	669	32.2	1,393	67.0	5	0.2	5	0.2
Specific Learning Disabled	6,630	5,959	89.9	610	9.2	12	0.2	12	0.2
Speech-Language Impaired	2,980	2,916	97.9	28	0.9	6	0.2	1	0.0
Visually Impaired	50	45	90.0	5	10.0	0	0.0	0	0.0
Other Health Impaired	1,868	1,542	82.5	316	16.9	1	0.1	7	0.4
Orthopedically Impaired	102	71	69.6	30	29.4	0	0.0	0	0.0
Traumatic Brain Injury	32	20	62.5	12	37.5	0	0.0	0	0.0
Autistic	358	118	33.0	234	65.4	0	0.0	4	1.1
Severely/Profoundly Mentally Disabled	37	0	0.0	33	89.2	0	0.0	2	5.4
Multihandicapped	102	11	10.8	90	88.2	0	0.0	1	1.0
Deaf-Blind	1	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	188	1	0.5	183	97.3	1	0.5	1	0.5
Section 504	1,921	1,892	98.5	20	1.0	0	0.0	4	0.2

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and readministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 10. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 4 Reading

Category	Membership	Reading							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	106,487	100,426	94.3	4,412	4.1	1,243	1.2	126	0.1
Female	51,966	49,799	95.8	1,400	2.7	593	1.1	58	0.1
Male	54,511	50,626	92.9	3,003	5.5	650	1.2	68	0.1
Asian	2,014	1,814	90.1	33	1.6	159	7.9	4	0.2
Black	32,620	30,226	92.7	2,223	6.8	48	0.1	42	0.1
Hispanic	6,050	4,860	80.3	199	3.3	965	16.0	10	0.2
American Indian	1,594	1,463	91.8	126	7.9	0	0.0	2	0.1
Multi-Racial	2,011	1,945	96.7	55	2.7	10	0.5	1	0.0
White	62,170	60,105	96.7	1,763	2.8	61	0.1	66	0.1
Other	13	12	92.3	0	0.0	0	0.0	0	0.0
Title I	48,058	44,823	93.3	2,414	5.0	652	1.4	55	0.1
Schoolwide Program	44,173	41,151	93.2	2,303	5.2	571	1.3	50	0.1
Targeted Assistance	3,799	3,620	95.3	106	2.8	55	1.4	4	0.1
Migrant	831	656	78.9	40	4.8	131	15.8	1	0.1
Limited English Proficient (LEP)	3,633	2,413	66.4	89	2.4	1,118	30.8	5	0.1
All Students with Disabilities	17,891	13,414	75.0	4,317	24.1	28	0.2	45	0.3
Behaviorally-Emotionally Disabled	1,113	822	73.9	274	24.6	1	0.1	9	0.8
Hearing Impaired	156	126	80.8	26	16.7	3	1.9	1	0.6
Educable Mentally Disabled	2,215	558	25.2	1,650	74.5	3	0.1	3	0.1
Specific Learning Disabled	7,778	6,382	82.1	1,332	17.1	13	0.2	13	0.2
Speech-Language Impaired	1,708	1,654	96.8	30	1.8	6	0.4	2	0.1
Visually Impaired	67	60	89.6	7	10.4	0	0.0	0	0.0
Other Health Impaired	1,960	1,598	81.5	347	17.7	0	0.0	7	0.4
Orthopedically Impaired	82	59	72.0	22	26.8	0	0.0	0	0.0
Traumatic Brain Injury	36	20	55.6	16	44.4	0	0.0	0	0.0
Autistic	365	128	35.1	234	64.1	1	0.3	1	0.3
Severely/Profoundly Mentally Disabled	46	0	0.0	42	91.3	0	0.0	3	6.5
Multihandicapped	103	5	4.9	98	95.1	0	0.0	0	0.0
Deaf-Blind	1	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	218	3	1.4	210	96.3	0	0.0	4	1.8
Section 504	2,043	1,999	97.8	28	1.4	1	0.0	2	0.1

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 10. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 4 Mathematics (continued)

Category	Membership	Mathematics							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	106,487	101,120	95.0	3,720	3.5	1,236	1.2	128	0.1
Female	51,966	49,949	96.1	1,249	2.4	591	1.1	61	0.1
Male	54,511	51,171	93.9	2,462	4.5	645	1.2	67	0.1
Asian	2,014	1,818	90.3	30	1.5	159	7.9	4	0.2
Black	32,620	30,526	93.6	1,924	5.9	48	0.1	41	0.1
Hispanic	6,050	4,918	81.3	149	2.5	958	15.8	9	0.1
American Indian	1,594	1,485	93.2	105	6.6	0	0.0	1	0.1
Multi-Racial	2,011	1,954	97.2	45	2.2	10	0.5	2	0.1
White	62,170	60,405	97.2	1,456	2.3	61	0.1	70	0.1
Other	13	12	92.3	0	0.0	0	0.0	0	0.0
Title I	48,058	45,236	94.1	2,002	4.2	650	1.4	58	0.1
Schoolwide Program	44,173	41,542	94.0	1,916	4.3	569	1.3	50	0.1
Targeted Assistance	3,799	3,637	95.7	85	2.2	55	1.4	7	0.2
Migrant	831	666	80.1	32	3.9	130	15.6	1	0.1
Limited English Proficient (LEP)	3,633	2,447	67.4	64	1.8	1,111	30.6	5	0.1
All Students with Disabilities	17,891	14,093	78.8	3,637	20.3	28	0.2	45	0.3
Behaviorally-Emotionally Disabled	1,113	859	77.2	238	21.4	1	0.1	7	0.6
Hearing Impaired	156	134	85.9	18	11.5	3	1.9	1	0.6
Educable Mentally Disabled	2,215	602	27.2	1,606	72.5	3	0.1	3	0.1
Specific Learning Disabled	7,778	6,937	89.2	779	10.0	13	0.2	11	0.1
Speech-Language Impaired	1,708	1,658	97.1	27	1.6	6	0.4	2	0.1
Visually Impaired	67	60	89.6	7	10.4	0	0.0	0	0.0
Other Health Impaired	1,960	1,628	83.1	314	16.0	0	0.0	9	0.5
Orthopedically Impaired	82	54	65.9	27	32.9	0	0.0	1	1.2
Traumatic Brain Injury	36	20	55.6	16	44.4	0	0.0	0	0.0
Autistic	365	129	35.3	232	63.6	1	0.3	2	0.5
Severely/Profoundly Mentally Disabled	46	0	0.0	42	91.3	0	0.0	3	6.5
Multihandicapped	103	4	3.9	99	96.1	0	0.0	0	0.0
Deaf-Blind	1	0	0.0	1	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	218	3	1.4	210	96.3	0	0.0	4	1.8
Section 504	2,043	2,005	98.1	21	1.0	1	0.0	2	0.1

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 11. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 5 Reading

Category	Membership	Reading							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	106,986	100,294	93.7	5,111	4.8	1,149	1.1	115	0.1
Female	52,155	49,781	95.4	1,660	3.2	532	1.0	32	0.1
Male	54,827	50,510	92.1	3,450	6.3	617	1.1	83	0.2
Asian	1,930	1,764	91.4	36	1.9	124	6.4	2	0.1
Black	32,743	30,001	91.6	2,558	7.8	33	0.1	46	0.1
Hispanic	5,664	4,464	78.8	233	4.1	934	16.5	7	0.1
American Indian	1,594	1,441	90.4	148	9.3	2	0.1	1	0.1
Multi-Racial	1,836	1,743	94.9	76	4.1	6	0.3	3	0.2
White	63,201	60,866	96.3	2,058	3.3	50	0.1	56	0.1
Other	10	10	100.0	0	0.0	0	0.0	0	0.0
Title I	46,561	43,131	92.6	2,664	5.7	591	1.3	50	0.1
Schoolwide Program	42,892	39,668	92.5	2,530	5.9	530	1.2	43	0.1
Targeted Assistance	3,573	3,397	95.1	128	3.6	39	1.1	7	0.2
Migrant	622	464	74.6	42	6.8	112	18.0	2	0.3
Limited English Proficient (LEP)	3,235	2,101	64.9	107	3.3	1,007	31.1	2	0.1
All Students with Disabilities	18,655	13,465	72.2	5,030	27.0	30	0.2	44	0.2
Behaviorally-Emotionally Disabled	1,180	880	74.6	287	24.3	0	0.0	9	0.8
Hearing Impaired	191	145	75.9	45	23.6	1	0.5	0	0.0
Educable Mentally Disabled	2,408	569	23.6	1,820	75.6	7	0.3	3	0.1
Specific Learning Disabled	8,394	6,698	79.8	1,634	19.5	11	0.1	14	0.2
Speech-Language Impaired	921	883	95.9	26	2.8	3	0.3	1	0.1
Visually Impaired	68	59	86.8	7	10.3	1	1.5	0	0.0
Other Health Impaired	2,150	1,764	82.0	359	16.7	1	0.0	11	0.5
Orthopedically Impaired	73	51	69.9	21	28.8	0	0.0	1	1.4
Traumatic Brain Injury	43	24	55.8	19	44.2	0	0.0	0	0.0
Autistic	336	99	29.5	235	69.9	0	0.0	1	0.3
Severely/Profoundly Mentally Disabled	94	0	0.0	90	95.7	3	3.2	0	0.0
Multihandicapped	144	7	4.9	136	94.4	0	0.0	0	0.0
Deaf-Blind	2	0	0.0	2	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	320	1	0.3	314	98.1	2	0.6	0	0.0
Section 504	2,331	2,285	98.0	35	1.5	1	0.0	4	0.2

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.

Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.

Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.

The total for "All Students with Disabilities" includes Section 504.

Data received from LEAs after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 11. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 5 Mathematics (continued)

Category	Membership	Mathematics							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	106,986	101,125	94.5	4,282	4.0	1,141	1.1	124	0.1
Female	52,155	49,966	95.8	1,473	2.8	531	1.0	36	0.1
Male	54,827	51,156	93.3	2,808	5.1	610	1.1	88	0.2
Asian	1,930	1,776	92.0	27	1.4	121	6.3	2	0.1
Black	32,743	30,335	92.6	2,221	6.8	33	0.1	50	0.2
Hispanic	5,664	4,534	80.0	167	2.9	929	16.4	8	0.1
American Indian	1,594	1,471	92.3	117	7.3	2	0.1	3	0.2
Multi-Racial	1,836	1,754	95.5	64	3.5	6	0.3	4	0.2
White	63,201	61,241	96.9	1,684	2.7	50	0.1	57	0.1
Other	10	10	100.0	0	0.0	0	0.0	0	0.0
Title I	46,561	43,569	93.6	2,216	4.8	586	1.3	60	0.1
Schoolwide Program	42,892	40,075	93.4	2,109	4.9	526	1.2	53	0.1
Targeted Assistance	3,573	3,426	95.9	101	2.8	38	1.1	7	0.2
Migrant	622	471	75.7	38	6.1	111	17.8	2	0.3
Limited English Proficient (LEP)	3,235	2,141	66.2	78	2.4	1,000	30.9	1	0.0
All Students with Disabilities	18,655	14,286	76.6	4,212	22.6	29	0.2	48	0.3
Behaviorally-Emotionally Disabled	1,180	912	77.3	254	21.5	0	0.0	10	0.8
Hearing Impaired	191	152	79.6	38	19.9	1	0.5	0	0.0
Educable Mentally Disabled	2,408	615	25.5	1,772	73.6	7	0.3	5	0.2
Specific Learning Disabled	8,394	7,392	88.1	945	11.3	10	0.1	13	0.2
Speech-Language Impaired	921	884	96.0	25	2.7	3	0.3	2	0.2
Visually Impaired	68	60	88.2	6	8.8	1	1.5	0	0.0
Other Health Impaired	2,150	1,796	83.5	328	15.3	1	0.0	12	0.6
Orthopedically Impaired	73	50	68.5	22	30.1	0	0.0	1	1.4
Traumatic Brain Injury	43	26	60.5	17	39.5	0	0.0	0	0.0
Autistic	336	102	30.4	232	69.0	0	0.0	1	0.3
Severely/Profoundly Mentally Disabled	94	0	0.0	90	95.7	3	3.2	0	0.0
Multihandicapped	144	6	4.2	137	95.1	0	0.0	0	0.0
Deaf-Blind	2	0	0.0	2	100.0	0	0.0	0	0.0
Trainable Mentally Disabled	320	1	0.3	314	98.1	2	0.6	0	0.0
Section 504	2,331	2,290	98.2	30	1.3	1	0.0	4	0.2

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 12. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 6 Reading

Category	Membership	Reading							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	107,930	101,617	94.2	4,690	4.3	1,102	1.0	311	0.3
Female	52,082	49,832	95.7	1,529	2.9	534	1.0	118	0.2
Male	55,835	51,784	92.7	3,152	5.6	567	1.0	193	0.3
Asian	1,945	1,806	92.9	32	1.6	104	5.3	3	0.2
Black	33,103	30,422	91.9	2,445	7.4	41	0.1	125	0.4
Hispanic	5,231	4,109	78.6	191	3.7	901	17.2	22	0.4
American Indian	1,537	1,395	90.8	137	8.9	1	0.1	4	0.3
Multi-Racial	1,606	1,545	96.2	50	3.1	6	0.4	3	0.2
White	64,459	62,308	96.7	1,823	2.8	48	0.1	151	0.2
Other	32	31	96.9	0	0.0	1	3.1	0	0.0
Title I	19,016	17,561	92.3	1,130	5.9	244	1.3	45	0.2
Schoolwide Program	16,931	15,727	92.9	1,019	6.0	132	0.8	37	0.2
Targeted Assistance	1,786	1,640	91.8	101	5.7	24	1.3	6	0.3
Migrant	495	334	67.5	17	3.4	136	27.5	3	0.6
Limited English Proficient (LEP)	2,531	1,530	60.5	41	1.6	948	37.5	8	0.3
All Students with Disabilities	17,733	12,916	72.8	4,621	26.1	8	0.0	87	0.5
Behaviorally-Emotionally Disabled	1,351	1,011	74.8	303	22.4	0	0.0	28	2.1
Hearing Impaired	146	108	74.0	35	24.0	0	0.0	0	0.0
Educable Mentally Disabled	2,627	630	24.0	1,985	75.6	2	0.1	5	0.2
Specific Learning Disabled	8,441	7,019	83.2	1,334	15.8	6	0.1	30	0.4
Speech-Language Impaired	403	386	95.8	16	4.0	0	0.0	0	0.0
Visually Impaired	63	54	85.7	9	14.3	0	0.0	0	0.0
Other Health Impaired	2,110	1,760	83.4	320	15.2	0	0.0	16	0.8
Orthopedically Impaired	64	45	70.3	18	28.1	0	0.0	1	1.6
Traumatic Brain Injury	53	29	54.7	24	45.3	0	0.0	0	0.0
Autistic	279	72	25.8	204	73.1	0	0.0	2	0.7
Severely/Profoundly Mentally Disabled	36	1	2.8	30	83.3	0	0.0	0	0.0
Multihandicapped	111	3	2.7	106	95.5	0	0.0	2	1.8
Deaf-Blind	1	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	224	1	0.4	222	99.1	0	0.0	1	0.4
Section 504	1,824	1,796	98.5	15	0.8	0	0.0	2	0.1

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
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The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 12. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 6 Mathematics (continued)

Category	Membership	Mathematics							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	107,930	102,060	94.6	4,222	3.9	1,099	1.0	342	0.3
Female	52,082	49,910	95.8	1,443	2.8	534	1.0	127	0.2
Male	55,835	52,148	93.4	2,770	5.0	564	1.0	215	0.4
Asian	1,945	1,811	93.1	27	1.4	104	5.3	3	0.2
Black	33,103	30,595	92.4	2,260	6.8	41	0.1	137	0.4
Hispanic	5,231	4,144	79.2	162	3.1	898	17.2	19	0.4
American Indian	1,537	1,410	91.7	120	7.8	1	0.1	6	0.4
Multi-Racial	1,606	1,548	96.4	46	2.9	6	0.4	3	0.2
White	64,459	62,518	97.0	1,597	2.5	48	0.1	171	0.3
Other	32	31	96.9	0	0.0	1	3.1	0	0.0
Title I	19,016	17,672	92.9	1,022	5.4	243	1.3	49	0.3
Schoolwide Program	16,931	15,830	93.5	912	5.4	131	0.8	42	0.2
Targeted Assistance	1,786	1,644	92.0	102	5.7	24	1.3	6	0.3
Migrant	495	340	68.7	15	3.0	135	27.3	1	0.2
Limited English Proficient (LEP)	2,531	1,540	60.8	34	1.3	945	37.3	8	0.3
All Students with Disabilities	17,733	13,357	75.3	4,158	23.4	8	0.0	108	0.6
Behaviorally-Emotionally Disabled	1,351	1,026	75.9	284	21.0	0	0.0	32	2.4
Hearing Impaired	146	111	76.0	32	21.9	0	0.0	0	0.0
Educable Mentally Disabled	2,627	659	25.1	1,949	74.2	2	0.1	11	0.4
Specific Learning Disabled	8,441	7,396	87.6	949	11.2	6	0.1	38	0.5
Speech-Language Impaired	403	386	95.8	16	4.0	0	0.0	0	0.0
Visually Impaired	63	56	88.9	7	11.1	0	0.0	0	0.0
Other Health Impaired	2,110	1,778	84.3	302	14.3	0	0.0	16	0.8
Orthopedically Impaired	64	46	71.9	17	26.6	0	0.0	1	1.6
Traumatic Brain Injury	53	27	50.9	24	45.3	0	0.0	2	3.8
Autistic	279	73	26.2	204	73.1	0	0.0	1	0.4
Severely/Profoundly Mentally Disabled	36	1	2.8	30	83.3	0	0.0	0	0.0
Multihandicapped	111	3	2.7	106	95.5	0	0.0	2	1.8
Deaf-Blind	1	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	224	1	0.4	222	99.1	0	0.0	1	0.4
Section 504	1,824	1,793	98.3	16	0.9	0	0.0	4	0.2

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 13. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 7 Reading

Category	Membership	Reading							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	106,366	100,420	94.4	4,047	3.8	1,123	1.1	431	0.4
Female	52,181	49,995	95.8	1,336	2.6	514	1.0	181	0.3
Male	54,179	50,424	93.1	2,706	5.0	609	1.1	250	0.5
Asian	1,951	1,787	91.6	26	1.3	129	6.6	7	0.4
Black	32,245	29,759	92.3	2,147	6.7	44	0.1	187	0.6
Hispanic	5,048	3,970	78.6	149	3.0	890	17.6	26	0.5
American Indian	1,496	1,367	91.4	119	8.0	1	0.1	5	0.3
Multi-Racial	1,370	1,325	96.7	33	2.4	5	0.4	5	0.4
White	64,235	62,200	96.8	1,569	2.4	51	0.1	200	0.3
Other	15	12	80.0	0	0.0	2	13.3	0	0.0
Title I	16,826	15,500	92.1	967	5.7	225	1.3	43	0.3
Schoolwide Program	14,762	13,634	92.4	885	6.0	131	0.9	33	0.2
Targeted Assistance	1,818	1,708	93.9	71	3.9	18	1.0	10	0.6
Migrant	459	323	70.4	24	5.2	110	24.0	0	0.0
Limited English Proficient (LEP)	2,454	1,404	57.2	44	1.8	994	40.5	8	0.3
All Students with Disabilities	16,808	12,593	74.9	3,984	23.7	17	0.1	127	0.8
Behaviorally-Emotionally Disabled	1,365	1,065	78.0	253	18.5	0	0.0	42	3.1
Hearing Impaired	132	109	82.6	23	17.4	0	0.0	0	0.0
Educable Mentally Disabled	2,625	779	29.7	1,823	69.4	3	0.1	10	0.4
Specific Learning Disabled	8,110	6,959	85.8	1,035	12.8	10	0.1	50	0.6
Speech-Language Impaired	250	234	93.6	13	5.2	0	0.0	3	1.2
Visually Impaired	58	49	84.5	7	12.1	0	0.0	2	3.4
Other Health Impaired	1,905	1,629	85.5	258	13.5	1	0.1	9	0.5
Orthopedically Impaired	55	36	65.5	18	32.7	0	0.0	1	1.8
Traumatic Brain Injury	52	32	61.5	20	38.5	0	0.0	0	0.0
Autistic	214	84	39.3	130	60.7	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	64	0	0.0	59	92.2	1	1.6	2	3.1
Multihandicapped	95	7	7.4	86	90.5	0	0.0	2	2.1
Deaf-Blind	1	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	247	1	0.4	245	99.2	0	0.0	1	0.4
Section 504	1,635	1,608	98.3	14	0.9	2	0.1	5	0.3

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 13. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 7 Mathematics (continued)

Category	Membership	Mathematics							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	106,366	100,674	94.6	3,736	3.5	1,117	1.1	476	0.4
Female	52,181	50,032	95.9	1,269	2.4	511	1.0	204	0.4
Male	54,179	50,642	93.5	2,462	4.5	606	1.1	272	0.5
Asian	1,951	1,790	91.7	26	1.3	127	6.5	5	0.3
Black	32,245	29,855	92.6	2,027	6.3	44	0.1	199	0.6
Hispanic	5,048	3,991	79.1	135	2.7	886	17.6	22	0.4
American Indian	1,496	1,388	92.8	99	6.6	1	0.1	4	0.3
Multi-Racial	1,370	1,331	97.2	27	2.0	5	0.4	6	0.4
White	64,235	62,307	97.0	1,418	2.2	51	0.1	238	0.4
Other	15	12	80.0	0	0.0	2	13.3	1	6.7
Title I	16,826	15,577	92.6	870	5.2	222	1.3	52	0.3
Schoolwide Program	14,762	13,707	92.9	788	5.3	130	0.9	41	0.3
Targeted Assistance	1,818	1,712	94.2	71	3.9	16	0.9	11	0.6
Migrant	459	324	70.6	23	5.0	110	24.0	0	0.0
Limited English Proficient (LEP)	2,454	1,413	57.6	39	1.6	988	40.3	8	0.3
All Students with Disabilities	16,808	12,882	76.6	3,678	21.9	17	0.1	144	0.9
Behaviorally-Emotionally Disabled	1,365	1,069	78.3	243	17.8	0	0.0	47	3.4
Hearing Impaired	132	112	84.8	20	15.2	0	0.0	0	0.0
Educable Mentally Disabled	2,625	783	29.8	1,815	69.1	3	0.1	14	0.5
Specific Learning Disabled	8,110	7,226	89.1	764	9.4	10	0.1	55	0.7
Speech-Language Impaired	250	232	92.8	14	5.6	0	0.0	4	1.6
Visually Impaired	58	50	86.2	7	12.1	0	0.0	1	1.7
Other Health Impaired	1,905	1,647	86.5	238	12.5	1	0.1	11	0.6
Orthopedically Impaired	55	35	63.6	19	34.5	0	0.0	1	1.8
Traumatic Brain Injury	52	31	59.6	21	40.4	0	0.0	0	0.0
Autistic	214	80	37.4	134	62.6	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	64	0	0.0	59	92.2	1	1.6	2	3.1
Multihandicapped	95	7	7.4	86	90.5	0	0.0	2	2.1
Deaf-Blind	1	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	247	1	0.4	245	99.2	0	0.0	1	0.4
Section 504	1,635	1,608	98.3	13	0.8	2	0.1	6	0.4

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
Due to miscoding or rounding, some columns may not add up to the total. These data represent coding on the 2001-02 end-of-grade answer sheets.
The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 14. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent
End-of-Grade 8 Reading

Category	Membership	Reading							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	101,571	96,104	94.6	3,652	3.6	1,042	1.0	494	0.5
Female	50,148	48,101	95.9	1,225	2.4	503	1.0	195	0.4
Male	51,407	47,998	93.4	2,422	4.7	539	1.0	297	0.6
Asian	1,910	1,746	91.4	26	1.4	127	6.6	7	0.4
Black	29,996	27,793	92.7	1,903	6.3	36	0.1	198	0.7
Hispanic	4,463	3,484	78.1	109	2.4	821	18.4	29	0.6
American Indian	1,401	1,294	92.4	98	7.0	1	0.1	8	0.6
Multi-Racial	1,215	1,168	96.1	35	2.9	5	0.4	5	0.4
White	62,543	60,591	96.9	1,472	2.4	51	0.1	245	0.4
Other	21	20	95.2	0	0.0	1	4.8	0	0.0
Title I	16,306	15,054	92.3	896	5.5	198	1.2	63	0.4
Schoolwide Program	14,478	13,416	92.7	826	5.7	104	0.7	45	0.3
Targeted Assistance	1,589	1,492	93.9	63	4.0	12	0.8	17	1.1
Migrant	381	255	66.9	14	3.7	106	27.8	1	0.3
Limited English Proficient (LEP)	2,322	1,352	58.2	29	1.2	910	39.2	16	0.7
All Students with Disabilities	15,578	11,761	75.5	3,576	23.0	12	0.1	146	0.9
Behaviorally-Emotionally Disabled	1,375	1,096	79.7	222	16.1	0	0.0	53	3.9
Hearing Impaired	161	132	82.0	28	17.4	0	0.0	0	0.0
Educable Mentally Disabled	2,468	840	34.0	1,599	64.8	3	0.1	23	0.9
Specific Learning Disabled	7,426	6,495	87.5	841	11.3	4	0.1	51	0.7
Speech-Language Impaired	137	120	87.6	12	8.8	4	2.9	1	0.7
Visually Impaired	54	46	85.2	6	11.1	1	1.9	0	0.0
Other Health Impaired	1,719	1,482	86.2	220	12.8	0	0.0	7	0.4
Orthopedically Impaired	58	37	63.8	21	36.2	0	0.0	0	0.0
Traumatic Brain Injury	39	21	53.8	17	43.6	0	0.0	1	2.6
Autistic	198	42	21.2	154	77.8	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	74	0	0.0	71	95.9	0	0.0	3	4.1
Multihandicapped	109	8	7.3	98	89.9	0	0.0	1	0.9
Deaf-Blind	1	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	290	5	1.7	276	95.2	0	0.0	0	0.0
Section 504	1,469	1,436	97.8	11	0.7	0	0.0	6	0.4

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
Data for Number Tested, Alternate Assessments, LEP, and Absent do not equal Membership because transfers and misadministrations are included in Membership.
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The total for "All Students with Disabilities" includes Section 504.
Data received from LEAs after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 14. 2001-02 Statewide Number of Students Tested, Taking Alternate Assessments, Excluded Due to Limited English Proficiency, and Absent End-of-Grade 8 Mathematics (continued)

Category	Membership	Mathematics							
		Number Tested	Percent Tested	Number Alternate Assessments/Pilot NCCATS Accommodation*	Percent Alternate Assessments/Pilot NCCATS Accommodation	Number Excluded Due to LEP	Percent Excluded Due to LEP	Number Absent	Percent Absent
Total	101,571	96,325	94.8	3,402	3.3	1,034	1.0	531	0.5
Female	50,148	48,147	96.0	1,163	2.3	496	1.0	215	0.4
Male	51,407	48,170	93.7	2,234	4.3	538	1.0	314	0.6
Asian	1,910	1,749	91.6	25	1.3	123	6.4	9	0.5
Black	29,996	27,879	92.9	1,799	6.0	36	0.1	216	0.7
Hispanic	4,463	3,495	78.3	103	2.3	818	18.3	28	0.6
American Indian	1,401	1,300	92.8	92	6.6	1	0.1	7	0.5
Multi-Racial	1,215	1,169	96.2	31	2.6	5	0.4	9	0.7
White	62,543	60,700	97.1	1,345	2.2	50	0.1	260	0.4
Other	21	20	95.2	0	0.0	1	4.8	0	0.0
Title I	16,306	15,115	92.7	832	5.1	194	1.2	70	0.4
Schoolwide Program	14,478	13,471	93.0	767	5.3	100	0.7	53	0.4
Targeted Assistance	1,589	1,497	94.2	59	3.7	12	0.8	16	1.0
Migrant	381	258	67.7	12	3.1	105	27.6	1	0.3
Limited English Proficient (LEP)	2,322	1,363	58.7	26	1.1	903	38.9	16	0.7
All Students with Disabilities	15,578	11,996	77.0	3,330	21.4	12	0.1	161	1.0
Behaviorally-Emotionally Disabled	1,375	1,102	80.1	217	15.8	0	0.0	52	3.8
Hearing Impaired	161	132	82.0	28	17.4	0	0.0	0	0.0
Educable Mentally Disabled	2,468	862	34.9	1,572	63.7	3	0.1	28	1.1
Specific Learning Disabled	7,426	6,696	90.2	638	8.6	4	0.1	56	0.8
Speech-Language Impaired	137	120	87.6	12	8.8	4	2.9	1	0.7
Visually Impaired	54	45	83.3	7	13.0	1	1.9	0	0.0
Other Health Impaired	1,719	1,487	86.5	210	12.2	0	0.0	13	0.8
Orthopedically Impaired	58	39	67.2	19	32.8	0	0.0	0	0.0
Traumatic Brain Injury	39	21	53.8	17	43.6	0	0.0	1	2.6
Autistic	198	39	19.7	157	79.3	0	0.0	0	0.0
Severely/Profoundly Mentally Disabled	74	0	0.0	71	95.9	0	0.0	3	4.1
Multihandicapped	109	8	7.3	98	89.9	0	0.0	1	0.9
Deaf-Blind	1	1	100.0	0	0.0	0	0.0	0	0.0
Trainable Mentally Disabled	290	5	1.7	276	95.2	0	0.0	0	0.0
Section 504	1,469	1,439	98.0	8	0.5	0	0.0	6	0.4

Notes: *Alternate assessments include the North Carolina Alternate Assessment Portfolio (NCAAP) and the North Carolina Alternate Assessment Academic Inventory (NCAAAI). The North Carolina Computerized Adaptive Testing System (NCCATS) is an accommodation and was piloted in 2001-02.
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The total for "All Students with Disabilities" includes Section 504.
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Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 15. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	100,105	HIGH SCORE	172
		LOW SCORE	114
MEAN	147.8		
STANDARD DEVIATION	8.9		
VARIANCE	79.8		

2002 STATE PERCENTILES	SCALE SCORE
90	159.02
75	154.28
50 (MEDIAN)	148.61
25	142.39
10	135.63

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
172	23	100105	0.02	100.00	99
171	40	100082	0.04	99.98	99
170	49	100042	0.05	99.94	99
169	93	99993	0.09	99.89	99
168	166	99900	0.17	99.80	99
167	147	99734	0.15	99.63	99
166	676	99587	0.68	99.48	99
165	269	98911	0.27	98.81	99
164	1165	98642	1.16	98.54	98
163	470	97477	0.47	97.37	97
162	2341	97007	2.34	96.91	96
160	3004	94666	3.00	94.57	94
159	3297	91662	3.29	91.57	91
158	983	88365	0.98	88.27	89
157	3676	87382	3.67	87.29	87
156	3890	83706	3.89	83.62	83
155	3874	79816	3.87	79.73	80
154	3958	75942	3.95	75.86	76
153	3907	71984	3.90	71.91	73
152	3926	68077	3.92	68.01	69
151	5123	64151	5.12	64.08	65
150	5845	59028	5.84	58.97	60
149	3519	53183	3.52	53.13	56
148	3342	49664	3.34	49.61	53
147	5329	46322	5.32	46.27	49
146	3041	40993	3.04	40.95	45
145	5810	37952	5.80	37.91	41
144	2747	32142	2.74	32.11	37
143	4107	29395	4.10	29.36	34
142	2379	25288	2.38	25.26	31
141	2733	22909	2.73	22.88	28
140	2765	20176	2.76	20.15	25
139	1849	17411	1.85	17.39	23
138	2201	15562	2.20	15.55	20
137	1645	13361	1.64	13.35	18
136	1959	11716	1.96	11.70	16
135	1386	9757	1.38	9.75	14
134	1260	8371	1.26	8.36	12
133	1181	7111	1.18	7.10	11
132	732	5930	0.73	5.92	9
131	1008	5198	1.01	5.19	8
130	884	4190	0.88	4.19	6
129	503	3306	0.50	3.30	5
128	455	2803	0.45	2.80	5
127	644	2348	0.64	2.35	4
126	543	1704	0.54	1.70	3
125	509	1161	0.51	1.16	2
124	253	652	0.25	0.65	1
123	150	399	0.15	0.40	1
122	133	249	0.13	0.25	1
121	60	116	0.06	0.12	1
120	32	56	0.03	0.06	1
LESS THAN 120	24	24	0.02	0.02	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 16. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	100,748	HIGH SCORE	276
		LOW SCORE	223
MEAN	251.4		
STANDARD DEVIATION	7.7		
VARIANCE	59.2		

2002 STATE PERCENTILES	SCALE SCORE
90	261.34
75	256.82
50 (MEDIAN)	251.29
25	246.13
10	241.52

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
276	24	100748	0.02	100.00	99
275	53	100724	0.05	99.98	99
274	91	100671	0.09	99.92	99
273	202	100580	0.20	99.83	99
271	666	100378	0.66	99.63	99
269	294	99712	0.29	98.97	99
268	694	99418	0.69	98.68	99
267	944	98724	0.94	97.99	98
266	501	97780	0.50	97.05	97
265	1756	97279	1.74	96.56	96
264	1383	95523	1.37	94.81	95
263	672	94140	0.67	93.44	94
262	2402	93468	2.38	92.77	93
261	2519	91066	2.50	90.39	91
260	2657	88547	2.64	87.89	89
259	3655	85890	3.63	85.25	86
258	3970	82235	3.94	81.62	82
257	3967	78265	3.94	77.68	79
256	3883	74298	3.85	73.75	75
255	4086	70415	4.06	69.89	72
254	4810	66329	4.77	65.84	67
253	5754	61519	5.71	61.06	62
252	4634	55765	4.60	55.35	57
251	3646	51131	3.62	50.75	53
250	5164	47485	5.13	47.13	49
249	5700	42321	5.66	42.01	44
248	4575	36621	4.54	36.35	38
247	5498	32046	5.46	31.81	33
246	3664	26548	3.64	26.35	28
245	3811	22884	3.78	22.71	24
244	3895	19073	3.87	18.93	20
243	2552	15178	2.53	15.07	17
242	2615	12626	2.60	12.53	14
241	2473	10011	2.45	9.94	11
240	1608	7538	1.60	7.48	9
239	1363	5930	1.35	5.89	7
238	1345	4567	1.34	4.53	5
237	1287	3222	1.28	3.20	3
236	380	1935	0.38	1.92	2
235	578	1555	0.57	1.54	2
234	437	977	0.43	0.97	1
233	154	540	0.15	0.54	1
232	218	386	0.22	0.38	1
231	66	168	0.07	0.17	1
230	31	102	0.03	0.10	1
229	50	71	0.05	0.07	1
228	11	21	0.01	0.02	1
LESS THAN 228	10	10	0.01	0.01	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2001 are not included in this table.
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Table 17. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	100,426	HIGH SCORE	179
		LOW SCORE	118
MEAN	150.8	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.0	90	161.95
		75	157.30
VARIANCE	81.3	50 (MEDIAN)	151.53
		25	145.00
		10	138.43

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
179	1	100426	0.00	100.00	99
177	14	100425	0.01	100.00	99
176	17	100411	0.02	99.99	99
175	62	100394	0.06	99.97	99
173	86	100332	0.09	99.91	99
172	167	100246	0.17	99.82	99
171	176	100079	0.18	99.65	99
170	439	99903	0.44	99.48	99
169	305	99464	0.30	99.04	99
168	727	99159	0.72	98.74	99
167	948	98432	0.94	98.01	98
166	1134	97484	1.13	97.07	97
165	688	96350	0.69	95.94	97
164	2219	95662	2.21	95.26	96
163	1578	93443	1.57	93.05	94
162	2686	91865	2.67	91.48	92
161	3106	89179	3.09	88.80	90
160	3267	86073	3.25	85.71	87
159	3309	82806	3.29	82.45	84
158	3459	79497	3.44	79.16	81
157	3525	76038	3.51	75.72	78
156	4588	72513	4.57	72.21	74
155	3552	67925	3.54	67.64	70
154	4499	64373	4.48	64.10	66
153	4363	59874	4.34	59.62	62
152	5469	55511	5.45	55.28	57
151	3963	50042	3.95	49.83	53
150	3872	46079	3.86	45.88	49
149	4586	42207	4.57	42.03	45
148	3387	37621	3.37	37.46	41
147	4808	34234	4.79	34.09	37
146	2264	29426	2.25	29.30	33
145	4138	27162	4.12	27.05	30
144	1865	23024	1.86	22.93	27
143	3493	21159	3.48	21.07	24
142	1502	17666	1.50	17.59	22
141	2432	16164	2.42	16.10	19
140	1843	13732	1.84	13.67	17
139	1743	11889	1.74	11.84	15
138	1544	10146	1.54	10.10	13
137	1152	8602	1.15	8.57	11
136	1087	7450	1.08	7.42	10
135	1618	6363	1.61	6.34	8
134	844	4745	0.84	4.72	7
133	817	3901	0.81	3.88	6
132	707	3084	0.70	3.07	4
131	614	2377	0.61	2.37	3
130	522	1763	0.52	1.76	3
129	389	1241	0.39	1.24	2
128	304	852	0.30	0.85	1
127	184	548	0.18	0.55	1
126	167	364	0.17	0.36	1
125	101	197	0.10	0.20	1
LESS THAN 125	96	96	0.10	0.10	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
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Table 18. 2001-02 End-of-Grade Distribution of Scale Scores

Grade 4 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	101,120	HIGH SCORE	285
		LOW SCORE	229
MEAN	256.5	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.4	90	267.66
		75	262.15
		50 (MEDIAN)	256.05
VARIANCE	69.8	25	250.40
		10	246.08

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
285	24	101120	0.02	100.00	99
284	26	101096	0.03	99.98	99
283	46	101070	0.05	99.95	99
282	51	101024	0.05	99.91	99
281	83	100973	0.08	99.85	99
280	261	100890	0.26	99.77	99
279	189	100629	0.19	99.51	99
277	451	100440	0.45	99.33	99
276	596	99989	0.59	98.88	99
275	356	99393	0.35	98.29	99
274	801	99037	0.79	97.94	98
273	908	98236	0.90	97.15	97
272	1015	97328	1.00	96.25	97
271	1136	96313	1.12	95.25	96
270	1807	95177	1.79	94.12	94
269	629	93370	0.62	92.34	93
268	2074	92741	2.05	91.71	92
267	2177	90667	2.15	89.66	90
266	2296	88490	2.27	87.51	88
265	2347	86194	2.32	85.24	86
264	4053	83847	4.01	82.92	83
263	3103	79794	3.07	78.91	80
262	2401	76691	2.37	75.84	77
261	4993	74290	4.94	73.47	74
260	2455	69297	2.43	68.53	70
259	5176	66842	5.12	66.10	66
258	4059	61666	4.01	60.98	62
257	4804	57607	4.75	56.97	58
256	4997	52803	4.94	52.22	53
255	4778	47806	4.73	47.28	48
254	4703	43028	4.65	42.55	43
253	4436	38325	4.39	37.90	39
252	4200	33889	4.15	33.51	35
251	4005	29689	3.96	29.36	30
250	3874	25684	3.83	25.40	26
249	3527	21810	3.49	21.57	23
248	4323	18283	4.28	18.08	18
247	2775	13960	2.74	13.81	15
246	2538	11185	2.51	11.06	12
245	2083	8647	2.06	8.55	9
244	1818	6564	1.80	6.49	7
243	1485	4746	1.47	4.69	5
242	1002	3261	0.99	3.22	4
241	650	2259	0.64	2.23	3
240	711	1609	0.70	1.59	2
239	272	898	0.27	0.89	1
238	277	626	0.27	0.62	1
237	161	349	0.16	0.35	1
236	82	188	0.08	0.19	1
235	47	106	0.05	0.10	1
234	34	59	0.03	0.06	1
LESS THAN 234	25	25	0.02	0.02	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
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Table 19. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 5 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	100,294	HIGH SCORE	181
		LOW SCORE	126
MEAN	156.3		
STANDARD DEVIATION	7.9		
VARIANCE	62.6		

2002 STATE PERCENTILES	SCALE SCORE
90	165.82
75	161.94
50 (MEDIAN)	156.71
25	151.58
10	145.91

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
181	2	100294	0.00	100.00	99
178	68	100292	0.07	100.00	99
176	167	100224	0.17	99.93	99
175	110	100057	0.11	99.76	99
174	224	99947	0.22	99.65	99
173	376	99723	0.37	99.43	99
172	452	99347	0.45	99.06	99
171	790	98895	0.79	98.61	99
170	718	98105	0.72	97.82	98
169	2118	97387	2.11	97.10	98
168	1538	95269	1.53	94.99	96
167	1211	93731	1.21	93.46	95
166	3320	92520	3.31	92.25	93
165	3786	89200	3.77	88.94	91
164	3763	85414	3.75	85.16	88
163	4101	81651	4.09	81.41	85
162	4145	77550	4.13	77.32	81
161	5328	73405	5.31	73.19	77
160	4011	68077	4.00	67.88	73
159	3844	64066	3.83	63.88	69
158	6330	60222	6.31	60.05	64
157	4742	53892	4.73	53.73	59
156	5672	49150	5.66	49.01	55
155	4034	43478	4.02	43.35	49
154	4825	39444	4.81	39.33	45
153	5227	34619	5.21	34.52	41
152	4699	29392	4.69	29.31	36
151	2684	24693	2.68	24.62	32
150	3185	22009	3.18	21.94	29
149	3273	18824	3.26	18.77	26
148	2819	15551	2.81	15.51	22
147	1583	12732	1.58	12.69	19
146	1884	11149	1.88	11.12	17
145	1272	9265	1.27	9.24	15
144	1487	7993	1.48	7.97	13
143	1037	6506	1.03	6.49	11
142	970	5469	0.97	5.45	10
141	638	4499	0.64	4.49	8
140	609	3861	0.61	3.85	7
139	547	3252	0.55	3.24	5
138	798	2705	0.80	2.70	4
137	401	1907	0.40	1.90	4
136	382	1506	0.38	1.50	3
135	407	1124	0.41	1.12	2
134	220	717	0.22	0.71	1
133	192	497	0.19	0.50	1
132	162	305	0.16	0.30	1
131	82	143	0.08	0.14	1
130	36	61	0.04	0.06	1
LESS THAN 130	25	25	0.02	0.02	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
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Table 20. 2001-02 End-of-Grade Distribution of Scale Scores

Grade 5 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	101,125	HIGH SCORE	295
		LOW SCORE	222
MEAN	260.8	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.7	90	273.90
		75	267.34
		50 (MEDIAN)	260.22
VARIANCE	94.5	25	253.89
		10	248.67

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
295	37	101125	0.04	100.00	99
293	21	101088	0.02	99.96	99
291	105	101067	0.10	99.94	99
290	70	100962	0.07	99.84	99
288	250	100892	0.25	99.77	99
287	145	100642	0.14	99.52	99
286	321	100497	0.32	99.38	99
285	194	100176	0.19	99.06	99
284	268	99982	0.27	98.87	99
283	461	99714	0.46	98.60	99
282	603	99253	0.60	98.15	98
281	301	98650	0.30	97.55	98
280	720	98349	0.71	97.25	98
279	823	97629	0.81	96.54	97
278	791	96806	0.78	95.73	96
277	1381	96015	1.37	94.95	95
276	1505	94634	1.49	93.58	94
275	1112	93129	1.10	92.09	93
274	1678	92017	1.66	90.99	92
273	2332	90339	2.31	89.33	90
272	1804	88007	1.78	87.03	88
271	1901	86203	1.88	85.24	86
270	1988	84302	1.97	83.36	84
269	2060	82314	2.04	81.40	82
268	4070	80254	4.02	79.36	80
267	2146	76184	2.12	75.34	77
266	4377	74038	4.33	73.21	74
265	2081	69661	2.06	68.89	71
264	4441	67580	4.39	66.83	67
263	2956	63139	2.92	62.44	64
262	3838	60183	3.80	59.51	61
261	4546	56345	4.50	55.72	57
260	4423	51799	4.37	51.22	52
259	3007	47376	2.97	46.85	49
258	3734	44369	3.69	43.88	45
257	4331	40635	4.28	40.18	41
256	4333	36304	4.28	35.90	37
255	4183	31971	4.14	31.62	32
254	4084	27788	4.04	27.48	28
253	3119	23704	3.08	23.44	25
252	2949	20585	2.92	20.36	21
251	2799	17636	2.77	17.44	18
250	3134	14837	3.10	14.67	15
249	1925	11703	1.90	11.57	12
248	2205	9778	2.18	9.67	10
247	1564	7573	1.55	7.49	8
246	1434	6009	1.42	5.94	6
245	1501	4575	1.48	4.52	5
244	692	3074	0.68	3.04	3
243	628	2382	0.62	2.36	3
242	508	1754	0.50	1.73	2
241	397	1246	0.39	1.23	1
240	279	849	0.28	0.84	1
239	184	570	0.18	0.56	1
238	149	386	0.15	0.38	1
237	97	237	0.10	0.23	1
236	47	140	0.05	0.14	1
235	30	93	0.03	0.09	1
LESS THAN 235	63	63	0.06	0.06	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

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Table 21. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	101,617	HIGH SCORE	183
		LOW SCORE	124
MEAN	157.5		
STANDARD DEVIATION	9.1		
VARIANCE	83.4		

2002 STATE PERCENTILES	SCALE SCORE
90	168.84
75	164.33
50 (MEDIAN)	157.94
25	151.28
10	145.13

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
183	20	101617	0.02	100.00	99
181	32	101597	0.03	99.98	99
180	106	101565	0.10	99.95	99
179	138	101459	0.14	99.84	99
178	208	101321	0.20	99.71	99
177	130	101113	0.13	99.50	99
176	587	100983	0.58	99.38	99
175	319	100396	0.31	98.80	99
174	953	100077	0.94	98.48	99
173	1109	99124	1.09	97.55	98
172	1326	98015	1.30	96.46	97
171	1637	96689	1.61	95.15	96
170	1679	95052	1.65	93.54	94
169	2891	93373	2.84	91.89	92
168	3167	90482	3.12	89.04	89
167	3379	87315	3.33	85.93	87
166	3537	83936	3.48	82.60	84
165	3611	80399	3.55	79.12	80
164	3363	76788	3.31	75.57	77
163	3475	73425	3.42	72.26	73
162	3364	69950	3.31	68.84	69
161	4470	66586	4.40	65.53	65
160	5507	62116	5.42	61.13	61
159	3047	56609	3.00	55.71	56
158	4930	53562	4.85	52.71	52
157	4716	48632	4.64	47.86	48
156	3682	43916	3.62	43.22	43
155	3470	40234	3.41	39.59	39
154	4302	36764	4.23	36.18	36
153	3862	32462	3.80	31.95	32
152	2239	28600	2.20	28.14	29
151	4360	26361	4.29	25.94	26
150	1979	22001	1.95	21.65	23
149	3068	20022	3.02	19.70	21
148	2353	16954	2.32	16.68	18
147	2536	14601	2.50	14.37	16
146	1424	12065	1.40	11.87	14
145	1309	10641	1.29	10.47	13
144	1600	9332	1.57	9.18	11
143	1450	7732	1.43	7.61	9
142	1001	6282	0.99	6.18	8
141	1135	5281	1.12	5.20	7
140	762	4146	0.75	4.08	5
139	621	3384	0.61	3.33	4
138	594	2763	0.58	2.72	4
137	470	2169	0.46	2.13	3
136	441	1699	0.43	1.67	2
135	341	1258	0.34	1.24	1
134	265	917	0.26	0.90	1
133	203	652	0.20	0.64	1
132	178	449	0.18	0.44	1
131	119	271	0.12	0.27	1
LESS THAN 131	152	152	0.15	0.15	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
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Table 22. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	102,060	HIGH SCORE	296
		LOW SCORE	228
MEAN	264.5	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.9	90	278.01
		75	271.24
		50 (MEDIAN)	263.79
VARIANCE	98.2	25	257.33
		10	252.25

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
296	28	102060	0.03	100.00	99
294	71	102032	0.07	99.97	99
293	168	101961	0.16	99.90	99
291	341	101793	0.33	99.74	99
290	139	101452	0.14	99.40	99
288	733	101313	0.72	99.27	99
286	964	100580	0.94	98.55	99
284	1239	99616	1.21	97.61	98
283	973	98377	0.95	96.39	97
282	470	97404	0.46	95.44	96
281	1483	96934	1.45	94.98	96
280	1062	95451	1.04	93.52	94
279	1677	94389	1.64	92.48	93
278	1750	92712	1.71	90.84	92
277	1806	90962	1.77	89.13	90
276	1845	89156	1.81	87.36	89
275	2418	87311	2.37	85.55	87
274	2562	84893	2.51	83.18	85
273	1895	82331	1.86	80.67	83
272	3202	80436	3.14	78.81	80
271	2637	77234	2.58	75.68	78
270	3291	74597	3.22	73.09	75
269	3263	71306	3.20	69.87	72
268	3473	68043	3.40	66.67	69
267	3908	64570	3.83	63.27	66
266	4102	60662	4.02	59.44	62
265	2645	56560	2.59	55.42	59
264	4068	53915	3.99	52.83	56
263	3357	49847	3.29	48.84	52
262	4049	46490	3.97	45.55	48
261	4197	42441	4.11	41.58	44
260	4688	38244	4.59	37.47	40
259	4144	33556	4.06	32.88	36
258	3349	29412	3.28	28.82	32
257	3214	26063	3.15	25.54	28
256	3229	22849	3.16	22.39	25
255	3566	19620	3.49	19.22	21
254	2143	16054	2.10	15.73	18
253	3214	13911	3.15	13.63	15
252	1987	10697	1.95	10.48	12
251	1636	8710	1.60	8.53	10
250	1546	7074	1.51	6.93	8
249	1379	5528	1.35	5.42	6
248	1153	4149	1.13	4.07	5
247	721	2996	0.71	2.94	4
246	583	2275	0.57	2.23	3
245	479	1692	0.47	1.66	2
244	367	1213	0.36	1.19	1
243	273	846	0.27	0.83	1
242	230	573	0.23	0.56	1
241	136	343	0.13	0.34	1
240	90	207	0.09	0.20	1
239	46	117	0.05	0.11	1
LESS THAN 239	71	71	0.07	0.07	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
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Table 23. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 7 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	100,420	HIGH SCORE	183
		LOW SCORE	126
MEAN	160.1	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.3	90	170.36
		75	166.01
		50 (MEDIAN)	160.78
VARIANCE	68.6	25	154.94
		10	149.18

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
183	35	100420	0.03	100.00	99
181	160	100385	0.16	99.97	99
179	169	100225	0.17	99.81	99
178	264	100056	0.26	99.64	99
177	365	99792	0.36	99.37	99
176	462	99427	0.46	99.01	99
175	1398	98965	1.39	98.55	98
174	834	97567	0.83	97.16	98
173	948	96733	0.94	96.33	97
172	2246	95785	2.24	95.38	95
171	2733	93539	2.72	93.15	93
170	3099	90806	3.09	90.43	91
169	3407	87707	3.39	87.34	88
168	3537	84300	3.52	83.95	84
167	3601	80763	3.59	80.43	81
166	3763	77162	3.75	76.84	77
165	3823	73399	3.81	73.09	72
164	7389	69576	7.36	69.29	67
163	3643	62187	3.63	61.93	62
162	3417	58544	3.40	58.30	56
161	6788	55127	6.76	54.90	51
160	3119	48339	3.11	48.14	45
159	6045	45220	6.02	45.03	41
158	2843	39175	2.83	39.01	36
157	5500	36332	5.48	36.18	32
156	3764	30832	3.75	30.70	28
155	3522	27068	3.51	26.95	25
154	3119	23546	3.11	23.45	22
153	2932	20427	2.92	20.34	19
152	3347	17495	3.33	17.42	17
151	1504	14148	1.50	14.09	14
150	2017	12644	2.01	12.59	12
149	1812	10627	1.80	10.58	11
148	1082	8815	1.08	8.78	10
147	1013	7733	1.01	7.70	8
146	1313	6720	1.31	6.69	7
145	1110	5407	1.11	5.38	6
144	711	4297	0.71	4.28	5
143	644	3586	0.64	3.57	4
142	506	2942	0.50	2.93	3
141	481	2436	0.48	2.43	2
140	425	1955	0.42	1.95	2
139	353	1530	0.35	1.52	1
138	321	1177	0.32	1.17	1
137	363	856	0.36	0.85	1
136	217	493	0.22	0.49	1
135	164	276	0.16	0.27	1
134	49	112	0.05	0.11	1
133	32	63	0.03	0.06	1
LESS THAN 133	31	31	0.03	0.03	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
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Table 24. 2001-02 End-of-Grade Distribution of Scale Scores

Grade 7 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	100,674	HIGH SCORE	307
		LOW SCORE	231
MEAN	268.0		
STANDARD DEVIATION	10.9		
VARIANCE	118.1		

2002 STATE PERCENTILES	SCALE SCORE
90	283.09
75	274.91
50 (MEDIAN)	266.90
25	260.31
10	254.69

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
307	6	100674	0.01	100.00	99
305	14	100668	0.01	99.99	99
304	36	100654	0.04	99.98	99
302	86	100618	0.09	99.94	99
300	98	100532	0.10	99.86	99
299	117	100434	0.12	99.76	99
298	169	100317	0.17	99.65	99
297	177	100148	0.18	99.48	99
295	432	99971	0.43	99.30	99
294	541	99539	0.54	98.87	99
292	686	98998	0.68	98.34	99
291	460	98312	0.46	97.65	98
290	390	97852	0.39	97.20	98
289	901	97462	0.89	96.81	97
288	1015	96561	1.01	95.91	96
287	1124	95546	1.12	94.91	96
286	595	94422	0.59	93.79	95
285	1196	93827	1.19	93.20	94
284	1259	92631	1.25	92.01	93
283	1878	91372	1.87	90.76	92
282	1422	89494	1.41	88.89	90
281	1445	88072	1.44	87.48	89
280	1411	86627	1.40	86.05	87
279	1493	85216	1.48	84.65	86
278	2382	83723	2.37	83.16	84
277	2539	81341	2.52	80.80	82
276	1722	78802	1.71	78.27	80
275	2651	77080	2.63	76.56	78
274	2793	74429	2.77	73.93	75
273	2781	71636	2.76	71.16	72
272	3013	68855	2.99	68.39	70
271	3071	65842	3.05	65.40	67
270	4300	62771	4.27	62.35	63
269	2211	58471	2.20	58.08	60
268	4536	56260	4.51	55.88	57
267	2296	51724	2.28	51.38	53
266	4763	49428	4.73	49.10	50
265	4771	44665	4.74	44.37	45
264	2350	39894	2.33	39.63	41
263	4859	37544	4.83	37.29	38
262	2370	32685	2.35	32.47	34
261	4719	30315	4.69	30.11	30
260	2228	25596	2.21	25.42	27
259	3238	23368	3.22	23.21	24
258	3304	20130	3.28	20.00	20
257	1998	16826	1.98	16.71	18
256	1929	14828	1.92	14.73	16
255	3493	12899	3.47	12.81	13
254	1620	9406	1.61	9.34	10
253	1535	7786	1.52	7.73	8
252	1368	6251	1.36	6.21	6
251	1191	4883	1.18	4.85	5
250	969	3692	0.96	3.67	4
249	794	2723	0.79	2.70	3
248	259	1929	0.26	1.92	2
247	346	1670	0.34	1.66	2
246	460	1324	0.46	1.32	1
245	346	864	0.34	0.86	1
244	208	518	0.21	0.51	1
243	142	310	0.14	0.31	1
242	78	168	0.08	0.17	1
LESS THAN 242	90	90	0.09	0.09	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report
Table 25. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	96,104
MEAN	163.4
STANDARD DEVIATION	7.8
VARIANCE	60.3

HIGH SCORE	186
LOW SCORE	132

2002 STATE PERCENTILES	SCALE SCORE
90	172.98
75	168.57
50 (MEDIAN)	164.06
25	158.83
10	153.16

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
186	16	96104	0.02	100.00	99
184	92	96088	0.10	99.98	99
182	256	95996	0.27	99.89	99
181	252	95740	0.26	99.62	99
180	311	95488	0.32	99.36	99
179	402	95177	0.42	99.04	99
178	507	94775	0.53	98.62	99
177	1278	94268	1.33	98.09	98
176	769	92990	0.80	96.76	97
175	1975	92221	2.06	95.96	96
174	2342	90246	2.44	93.90	94
173	2688	87904	2.80	91.47	91
172	3102	85216	3.23	88.67	89
171	3339	82114	3.47	85.44	86
170	3320	78775	3.45	81.97	82
169	3625	75455	3.77	78.51	79
168	7330	71830	7.63	74.74	74
167	3755	64500	3.91	67.11	69
166	3582	60745	3.73	63.21	65
165	6928	57163	7.21	59.48	60
164	4922	50235	5.12	52.27	55
163	4781	45313	4.97	47.15	49
162	4372	40532	4.55	42.18	45
161	5349	36160	5.57	37.63	40
160	4725	30811	4.92	32.06	36
159	3069	26086	3.19	27.14	32
158	3031	23017	3.15	23.95	28
157	3518	19986	3.66	20.80	25
156	2244	16468	2.33	17.14	21
155	2678	14224	2.79	14.80	18
154	1220	11546	1.27	12.01	16
153	2086	10326	2.17	10.74	14
152	942	8240	0.98	8.57	12
151	870	7298	0.91	7.59	11
150	1520	6428	1.58	6.69	9
149	689	4908	0.72	5.11	8
148	628	4219	0.65	4.39	7
147	575	3591	0.60	3.74	6
146	501	3016	0.52	3.14	5
145	699	2515	0.73	2.62	4
144	624	1816	0.65	1.89	3
143	314	1192	0.33	1.24	2
142	257	878	0.27	0.91	2
141	207	621	0.22	0.65	1
140	263	414	0.27	0.43	1
139	57	151	0.06	0.16	1
138	55	94	0.06	0.10	1
137	17	39	0.02	0.04	1
136	13	22	0.01	0.02	1
LESS THAN 136	9	9	0.01	0.01	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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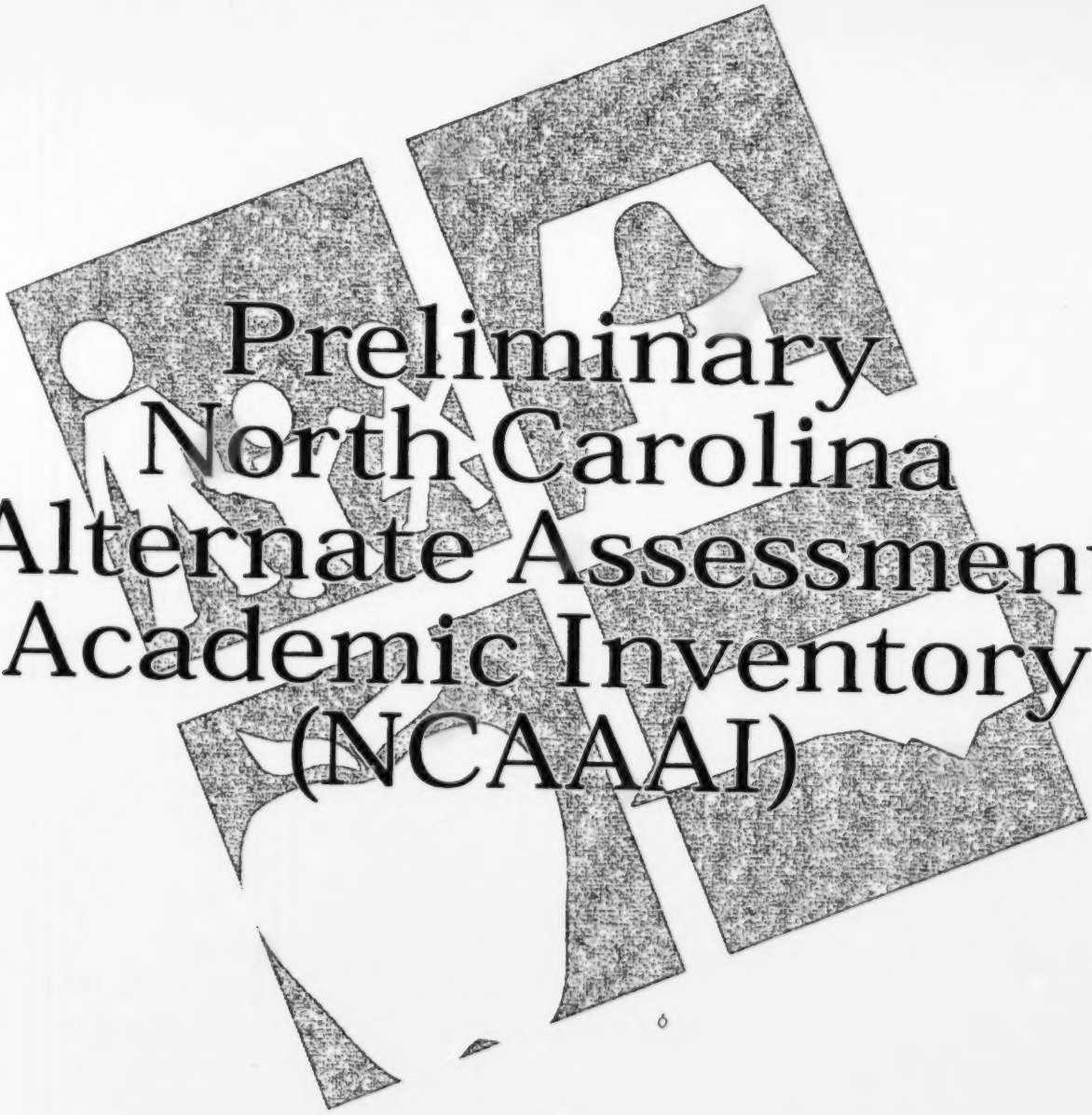
Preliminary Report
Table 26. 2001-02 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	96,325	HIGH SCORE	310
		LOW SCORE	235
MEAN	271.2	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	11.1	90	286.59
		75	278.90
		50 (MEDIAN)	270.42
VARIANCE	124.2	25	263.28
		10	256.93

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
310	15	96325	0.02	100.00	99
309	5	96310	0.01	99.98	99
307	33	96305	0.03	99.98	99
306	28	96272	0.03	99.94	99
305	54	96244	0.06	99.92	99
303	65	96190	0.07	99.86	99
302	97	96125	0.10	99.79	99
301	290	96028	0.30	99.69	99
299	343	95738	0.36	99.39	99
297	430	95395	0.45	99.03	99
296	540	94965	0.56	98.59	99
295	591	94425	0.61	98.03	98
293	679	93834	0.70	97.41	98
292	786	93155	0.82	96.71	97
291	790	92369	0.82	95.89	97
290	874	91579	0.91	95.07	96
289	1496	90705	1.55	94.17	95
288	1053	89209	1.09	92.61	94
287	1612	88156	1.67	91.52	93
286	1190	86544	1.24	89.85	91
285	1166	85354	1.21	88.61	90
284	2569	84188	2.67	87.40	89
283	1266	81619	1.31	84.73	87
282	2715	80353	2.82	83.42	85
281	1458	77638	1.51	80.60	83
280	2982	76180	3.10	79.09	81
279	1599	73198	1.66	75.99	79
278	3196	71599	3.32	74.33	76
277	1597	68403	1.66	71.01	74
276	3263	66806	3.39	69.35	71
275	2635	63543	2.74	65.97	68
274	2831	60908	2.94	63.23	65
273	2746	58077	2.85	60.29	63
272	3878	55331	4.03	57.44	59
271	3058	51453	3.17	53.42	56
270	3096	48395	3.21	50.24	53
269	4461	45299	4.63	47.03	49
268	2287	40838	2.37	42.40	45
267	3241	38551	3.36	40.02	43
266	3513	35310	3.65	36.66	39
265	3553	31797	3.69	33.01	35
264	3394	28244	3.52	29.32	31
263	3444	24850	3.58	25.80	28
262	2251	21406	2.34	22.22	24
261	2080	19155	2.16	19.89	22
260	2259	17075	2.35	17.73	19
259	2134	14816	2.22	15.38	17
258	1975	12682	2.05	13.17	14
257	1877	10707	1.95	11.12	12
256	1768	8830	1.84	9.17	10
255	1558	7062	1.62	7.33	8
254	1418	5504	1.47	5.71	6
253	1109	4086	1.15	4.24	5
252	913	2977	0.95	3.09	3
251	365	2064	0.38	2.14	3
250	364	1699	0.38	1.76	2
249	485	1335	0.50	1.39	1
248	316	850	0.33	0.88	1
247	219	534	0.23	0.55	1
246	143	315	0.15	0.33	1
245	45	172	0.05	0.18	1
244	34	127	0.04	0.13	1
LESS THAN 244	93	93	0.10	0.10	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02



Preliminary North Carolina Alternate Assessment Academic Inventory (NCAAAI)

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Preliminary Report

Table 1. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI)
Statewide Performance of On-Level[1] Students in Reading

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	172	100.0	30.8	29.7	34.3	5.2	39.5	93.6	6.4
Gender									
Females	56	32.6	26.8	26.8	42.9	3.6	46.5	96.4	3.6
Males	116	67.4	32.8	31.0	30.2	6.0	36.2	92.2	7.8
Ethnicity							0.0		
American Indian	30	17.4	6.7	26.7	66.7	0.0	66.7	93.3	6.7
Asian	3	1.7	*	*	*	*	*	*	*
Black	70	40.7	38.6	32.9	22.9	5.7	28.6	97.1	2.9
Hispanic	7	4.1	*	*	*	*	*	*	*
Multi-Racial	5	2.9	*	*	*	*	*	*	*
White	57	33.1	31.6	29.8	29.8	8.8	38.6	93.0	7.0
Other	0	0.0	*	*	*	*	*	*	*
Not Exceptional[4]	3	1.7	*	*	*	*	*	*	*
Academically Gifted	0	0.0	*	*	*	*	*	*	*
Reading	0	0.0	*	*	*	*	*	*	*
Mathematics	0	0.0	*	*	*	*	*	*	*
All Students with Disabilities	172	100.0	30.8	29.7	34.3	5.2	39.5	93.6	6.4
Behaviorally-Emotionally Disabled	2	1.2	*	*	*	*	*	*	*
Hearing Impaired	1	0.6	*	*	*	*	*	*	*
Educable Mentally Disabled	77	44.8	45.5	27.3	26.0	1.3	27.3	93.5	6.5
Specific Learning Disabled[4]	51	29.7	23.5	19.6	49.0	7.8	56.8	94.1	5.9
Reading	86	50.0	37.2	19.8	37.2	5.8	43.0	94.2	5.8
Mathematics	71	41.3	35.2	22.5	38.0	4.2	42.2	95.8	4.2
Writing	52	30.2	32.7	21.2	42.3	3.8	46.1	96.2	3.8
Other	5	2.9	*	*	*	*	*	*	*
Speech-Language Impaired	0	0.0	*	*	*	*	*	*	*
Visually Impaired	1	0.6	*	*	*	*	*	*	*
Other Health Impaired	16	9.3	*	*	*	*	*	*	*
Orthopedically Impaired	8	4.7	*	*	*	*	*	*	*
Traumatic Brain Injured	2	1.2	*	*	*	*	*	*	*
Autistic	6	3.5	*	*	*	*	*	*	*
Severely/Profoundly Mentally Disabled	0	0.0	*	*	*	*	*	*	*
Multihandicapped	3	1.7	*	*	*	*	*	*	*
Deaf-Blind	0	0.0	*	*	*	*	*	*	*
Trainable Mentally Disabled	2	1.2	*	*	*	*	*	*	*
Section 504	3	1.7	*	*	*	*	*	*	*
Limited English Proficient	2	1.2	*	*	*	*	*	*	*
Not Served by Title 1	57	33.1	43.9	28.1	22.8	5.3	28.1	91.2	8.8
Schoolwide Title 1 Program	111	64.5	24.3	30.6	40.5	4.5	45.0	94.6	5.4
Targeted Assistance	4	2.3	*	*	*	*	*	*	*
Migrant	0	0.0	*	*	*	*	*	*	*
Grade									
3	52	30.2	19.2	34.6	42.3	3.8	46.1	94.2	5.8
4	31	18.0	32.3	29.0	29.0	9.7	38.7	100.0	0.0
5	21	12.2	*	*	*	*	*	*	*
6	29	16.9	*	*	*	*	*	*	*
7	23	13.4	*	*	*	*	*	*	*
8	16	9.3	*	*	*	*	*	*	*

Notes: [1]On-level students are assessed at their assigned grade level.

[2] Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3]"Percent of All Students" within a category may not add up to 100% due to rounding or to blanks.

[4] Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than 30 students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table. Data are preliminary and in the process of being finalized.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 2. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI)
Statewide Performance of On-Level[1] Students in Mathematics

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	151	100.0	32.5	28.5	37.1	2.0	39.1	93.4	6.6
Gender									
Females	46	30.5	39.1	17.4	43.5	0.0	43.5	95.7	4.3
Males	105	69.5	29.5	33.3	34.3	2.9	37.2	92.4	7.6
Ethnicity							0.0		
American Indian	27	17.9	*	*	*	*	*	*	*
Asian	3	2.0	*	*	*	*	*	*	*
Black	64	42.4	37.5	28.1	32.8	1.6	34.4	90.6	9.4
Hispanic	5	3.3	*	*	*	*	*	*	*
Multi-Racial	4	2.6	*	*	*	*	*	*	*
White	48	31.8	39.6	35.4	20.8	4.2	25.0	95.8	4.2
Other	0	0.0	*	*	*	*	*	*	*
Not Exceptional[4]	3	2.0	*	*	*	*	*	*	*
Academically Gifted	0	0.0	*	*	*	*	*	*	*
Reading	0	0.0	*	*	*	*	*	*	*
Mathematics	0	0.0	*	*	*	*	*	*	*
All Students with Disabilities	151	100.0	32.5	28.5	37.1	2.0	39.1	93.4	6.6
Behaviorally-Emotionally Disabled	6	4.0	*	*	*	*	*	*	*
Hearing Impaired	3	2.0	*	*	*	*	*	*	*
Educable Mentally Disabled	79	52.3	44.3	20.3	34.2	1.3	35.5	91.1	8.9
Specific Learning Disabled[4]	31	20.5	16.1	25.8	54.8	3.2	58.0	100.0	0.0
Reading	70	46.4	28.6	25.7	41.4	4.3	45.7	95.7	4.3
Mathematics	67	44.4	28.4	25.4	41.8	4.5	46.3	95.5	4.5
Writing	46	30.5	26.1	23.9	45.7	4.3	50.0	95.7	4.3
Other	3	2.0	*	*	*	*	*	*	*
Speech-Language Impaired	0	0.0	*	*	*	*	*	*	*
Visually Impaired	1	0.7	*	*	*	*	*	*	*
Other Health Impaired	12	7.9	*	*	*	*	*	*	*
Orthopedically Impaired	4	2.6	*	*	*	*	*	*	*
Traumatic Brain Injured	2	1.3	*	*	*	*	*	*	*
Autistic	5	3.3	*	*	*	*	*	*	*
Severely/Profoundly Mentally Disabled	0	0.0	*	*	*	*	*	*	*
Multihandicapped	2	1.3	*	*	*	*	*	*	*
Deaf-Blind	0	0.0	*	*	*	*	*	*	*
Trainable Mentally Disabled	3	2.0	*	*	*	*	*	*	*
Section 504	3	2.0	*	*	*	*	*	*	*
Limited English Proficient	1	0.7	*	*	*	*	*	*	*
Not Served by Title 1	53	35.1	50.9	30.2	17.0	1.9	18.9	86.8	13.2
Schoolwide Title 1 Program	94	62.3	21.3	26.6	50.0	2.1	52.1	96.8	3.2
Targeted Assistance	4	2.6	*	*	*	*	*	*	*
Migrant	0	0.0	*	*	*	*	*	*	*
Grade									
3	47		25.5	34.0	38.3	2.1	40.4	93.6	6.4
4	26		*	*	*	*	*	*	*
5	19		*	*	*	*	*	*	*
6	19		*	*	*	*	*	*	*
7	24		*	*	*	*	*	*	*
8	16		*	*	*	*	*	*	*

Notes. [1]On-level students are assessed at their assigned grade level.

[2] Number of on-level students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3]"Percent of All Students" within a category may not add up to 100% due to rounding or to blanks.

[4] Inconsistencies in numbers reported are due to errors in coding on student answer sheets.

*Data are not reported for categories with fewer than 30 students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

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Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 3. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI)
Statewide Performance of Off-Level[1] Students in Reading

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent Achieving Growth	Percent Not Achieving Growth
All Students	6,390	100.0	16.8	83.2	93.1	6.9
Gender						
Females	1,950	30.5	16.5	83.5	93.6	6.4
Males	4,436	69.4	17.0	83.0	92.8	7.2
Ethnicity						
American Indian	225	3.5	16.4	83.6	93.3	6.7
Asian	46	0.7	17.4	82.6	97.8	2.2
Black	3,114	48.7	17.1	82.9	92.4	7.6
Hispanic	340	5.3	19.1	80.9	94.4	5.6
Multi-Racial	91	1.4	15.4	84.6	91.2	8.8
White	2,561	40.1	16.1	83.9	93.6	6.4
Other	13	0.2	*	*	*	*
Not Exceptional[4]	7	0.1	*	*	*	*
Academically Gifted	0	0.0	*	*	*	*
Reading	0	0.0	*	*	*	*
Mathematics	0	0.0	*	*	*	*
All Students with Disabilities	6,381	99.9	16.8	83.2	93.1	6.9
Behaviorally-Emotionally Disabled	254	4.0	16.5	83.5	88.2	11.8
Hearing Impaired	60	0.9	18.3	81.7	98.3	1.7
Educable Mentally Disabled	3,576	56.0	17.7	82.3	92.8	7.2
Specific Learning Disabled[4]	1,193	18.7	10.1	89.9	94.3	5.7
Reading	1,632	25.5	14.0	86.0	92.6	7.4
Mathematics	1,109	17.4	15.9	84.1	91.7	8.3
Writing	1,346	21.1	14.2	85.8	92.8	7.2
Other	59	0.9	23.7	76.3	93.2	6.8
Speech-Language Impaired	23	0.4	*	*	*	*
Visually Impaired	12	0.2	*	*	*	*
Other Health Impaired	453	7.1	9.9	90.1	95.1	4.9
Orthopedically Impaired	41	0.6	22.0	78.0	87.8	12.2
Traumatic Brain Injured	30	0.5	20.0	80.0	86.7	13.3
Autistic	236	3.7	21.2	78.8	94.9	5.1
Severely/Profoundly Mentally Disabled	2	0.0	*	*	*	*
Multihandicapped	119	1.9	19.3	80.7	93.3	6.7
Deaf-Blind	0	0.0	*	*	*	*
Trainable Mentally Disabled	381	6.0	33.3	66.7	91.9	8.1
Section 504	1	0.0	*	*	*	*
Limited English Proficient	133	2.1	13.5	86.5	96.2	3.8
Not Served by Title I	3,086	48.3	16.9	83.1	92.6	7.4
Schoolwide Title I Program	3,120	48.8	16.5	83.5	93.5	6.5
Targeted Assistance	110	1.7	19.1	80.9	91.8	8.2
Migrant	95	1.5	15.8	84.2	90.5	9.5

Notes: [1]Off-level students are assessed below their assigned grade level. Students assessed off-grade cannot receive an achievement level of 3 or 4 based on grade-level standards.

[2]Number of students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3]"Percent of All Students" within a category may not add up to 100% due to rounding or to blanks.

[4]Inconsistencies in numbers reported are due to coding errors on student answer sheets.

*Data are not reported for categories with fewer than 30 students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table. Data are preliminary and in the process of being finalized.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

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Preliminary Report

Table 4. 2001-02 North Carolina Alternate Assessment Academic Inventory (NCAAAI) Statewide Performance of Off-Level[1] Students in Mathematics

Category	Number of Students[2]	Percent of All Students[3]	Percent at Level I	Percent at Level II	Percent Achieving Growth	Percent Not Achieving Growth
All Students	5,342	100.0	17.2	82.8	92.6	7.4
Gender						
Females	1,768	33.1	18.0	82.0	92.5	7.5
Males	3,572	66.9	16.8	83.2	92.7	7.3
Ethnicity						
American Indian	180	3.4	13.9	86.1	93.9	6.1
Asian	37	0.7	18.9	81.1	100.0	0.0
Black	2,683	50.2	17.1	82.9	92.7	7.3
Hispanic	238	4.5	18.9	81.1	94.1	5.9
Multi-Racial	73	1.4	13.7	86.3	87.7	12.3
White	2,120	39.7	17.4	82.6	92.3	7.7
Other	11	0.2	*	*	*	*
Not Exceptional[4]	5	0.1	*	*	*	*
Academically Gifted	0	0.0	*	*	*	*
Reading	0	0.0	*	*	*	*
Mathematics	0	0.0	*	*	*	*
All Students with Disabilities	5,335	99.9	17.2	82.8	92.6	7.4
Behaviorally-Emotionally Disabled	207	3.9	17.9	82.1	86.0	14.0
Hearing Impaired	44	0.8	13.6	86.4	97.7	2.3
Educable Mentally Disabled	3,245	60.7	16.9	83.1	92.7	7.3
Specific Learning Disabled[4]	610	11.4	7.9	92.1	95.2	4.8
Reading	966	18.1	15.2	84.8	92.9	7.1
Mathematics	906	17.0	15.9	84.1	92.9	7.1
Writing	829	15.5	16.3	83.7	92.8	7.2
Other	52	1.0	19.2	80.8	92.3	7.7
Speech-Language Impaired	16	0.3	*	*	*	*
Visually Impaired	13	0.2	*	*	*	*
Other Health Impaired	395	7.4	12.7	87.3	93.2	6.8
Orthopedically Impaired	43	0.8	23.3	76.7	86.0	14.0
Traumatic Brain Injured	29	0.5	*	*	*	*
Autistic	234	4.4	23.9	76.1	93.6	6.4
Severely/Profoundly Mentally Disabled	2	0.0	*	*	*	*
Multihandicapped	119	2.2	24.4	75.6	89.9	10.1
Deaf-Blind	0	0.0	*	*	*	*
Trainable Mentally Disabled	377	7.1	32.4	67.6	91.2	8.8
Section 504	1	0.0	*	*	*	*
Limited English Proficient	89	1.7	14.6	85.4	96.6	3.4
Not Served by Title I	2,639	49.4	17.8	82.2	92.1	7.9
Schoolwide Title 1 Program	2,554	47.8	16.5	83.5	93.3	6.7
Targeted Assistance	85	1.6	16.5	83.5	89.4	10.6
Migrant	72	1.3	15.3	84.7	86.1	13.9

Notes: [1]Off-level students are assessed below their assigned grade level. Students assessed off-grade cannot receive an achievement level of 3 or 4 based on grade-level standards.

[2]Number of students with complete information for assigned grade, assessed grade, level, and growth indicator.

[3]"Percent of All Students" within a category may not add up to 100% due to rounding or to blanks.

[4]Inconsistencies in numbers reported are due to coding errors on student answer sheets.

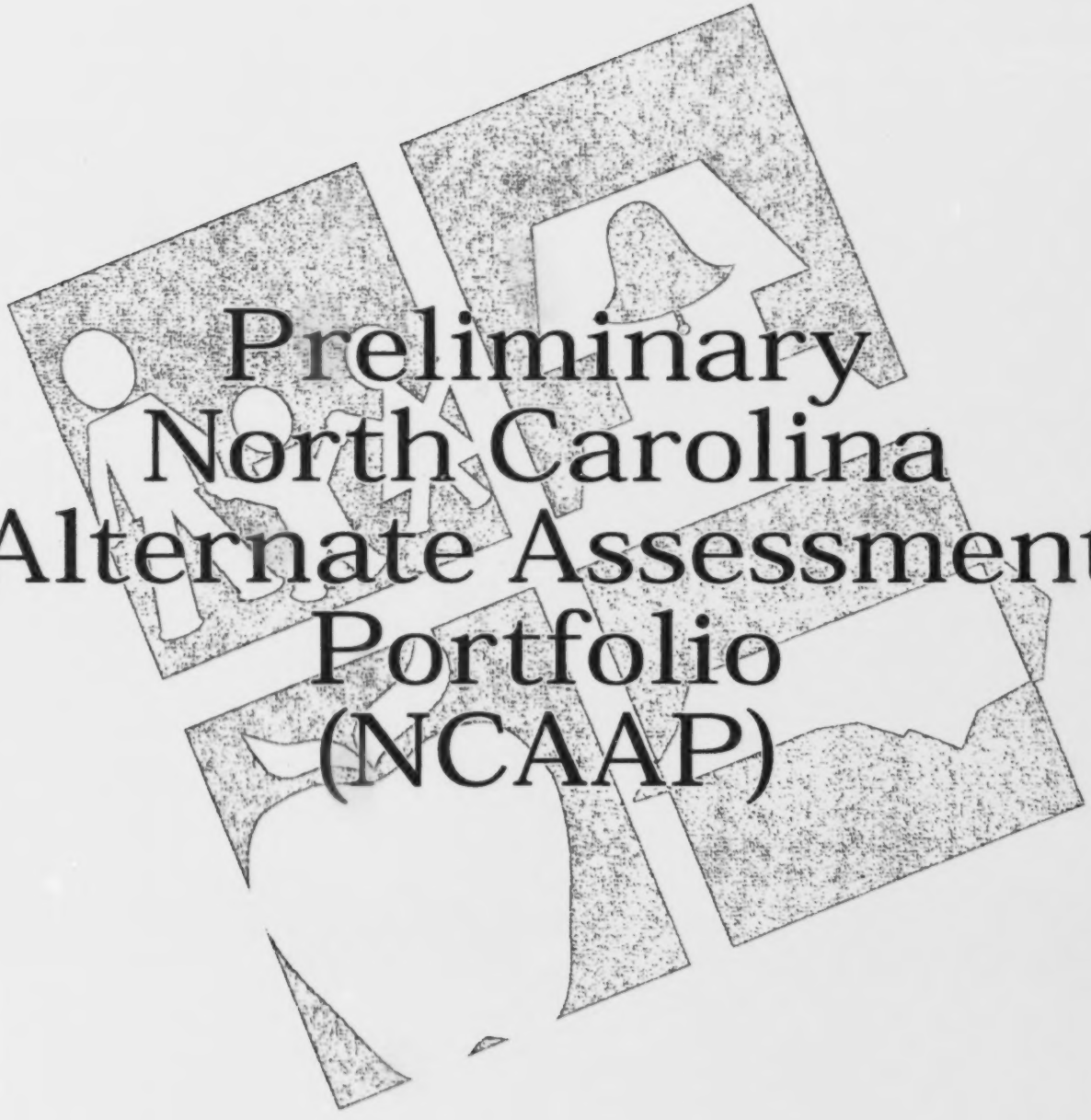
*Data are not reported for categories with fewer than 30 students.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets. The total of "All Students with Disabilities" includes Section 504.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table. Data are preliminary and in the process of being finalized.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02



Preliminary North Carolina Alternate Assessment Portfolio (NCAAP)

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Preliminary Report

Table 1. 2001-02 North Carolina Alternate Assessment Portfolio (NCAAP)

Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth

Category	Number of Students	Percent of All Students[1]	Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
All Students	2,979	100.0	17.8	33.2	29.4	19.6	49.0	97.4	2.6
Gender									
Females	1,110	37.3	18.4	32.5	30.4	18.7	49.1	97.8	2.2
Males	1,847	62.0	17.5	33.7	28.6	20.1	48.7	97.1	2.9
Ethnicity									
American Indian	55	1.8	16.4	36.4	20.0	27.3	47.3	98.2	1.8
Asian	39	1.3	12.8	30.8	33.3	23.1	56.4	100.0	.
Black	1,219	40.9	20.2	31.9	29.4	18.5	47.9	96.3	3.7
Hispanic	106	3.6	20.8	39.6	25.5	14.2	39.6	98.1	1.9
Multi-Racial	40	1.3	7.5	30.0	47.5	15.0	62.5	97.5	2.5
White	1,494	50.2	16.1	33.9	29.4	20.7	50.1	98.2	1.8
Other	26	0.9	*	*	*	*	*	*	*
All Students with Disabilities	2,948	99.0	17.6	33.1	29.6	19.7	49.3	97.5	2.5
Behaviorally-Emotionally Disabled	0	0.0	*	*	*	*	*	*	*
Hearing Impaired	8	0.3	*	*	*	*	*	*	*
Educable Mentally Disabled	175	5.9	13.1	30.9	30.3	25.7	56.0	97.1	2.9
Specific Learning Disabled	1	0.0	*	*	*	*	*	*	*
Speech-Language Impaired	1	0.0	*	*	*	*	*	*	*
Visually Impaired	6	0.2	*	*	*	*	*	*	*
Other Health Impaired	66	2.2	19.7	27.3	31.8	21.2	53.0	95.5	4.5
Orthopedically Impaired	13	0.4	*	*	*	*	*	*	*
Traumatic Brain Injured	20	0.7	*	*	*	*	*	*	*
Autistic	700	23.5	16.0	34.0	28.1	21.9	50.0	98.0	2.0
Severely/Profoundly Mentally Disabled	375	12.6	23.5	34.4	28.8	13.3	42.1	96.8	3.2
Multihandicapped	551	18.5	17.4	34.8	32.8	14.9	47.7	97.6	2.4
Deaf-Blind	6	0.2	*	*	*	*	*	*	*
Trainable Mentally Disabled	1,026	34.4	17.7	32.0	28.5	21.8	50.3	97.4	2.6
Limited English Proficient (LEP)	102	3.4	29.4	39.2	27.5	3.9	31.4	96.1	3.9
Not Served by Title I	1,911	64.1	15.7	32.3	30.3	21.7	52.0	97.6	2.4
Schoolwide Title I Program	945	31.7	21.6	34.7	27.2	16.5	43.7	96.9	3.1
Targeted Assistance	41	1.4	19.5	36.6	24.4	19.5	43.9	95.1	4.9
Migrant	49	1.6	24.5	22.4	30.6	22.4	53.1	100.0	0.0

Notes: [1]"Percent of All Students" within a category may not add up to 100% due to rounding or to blanks.

*Data are not reported for categories with fewer than 30 students.

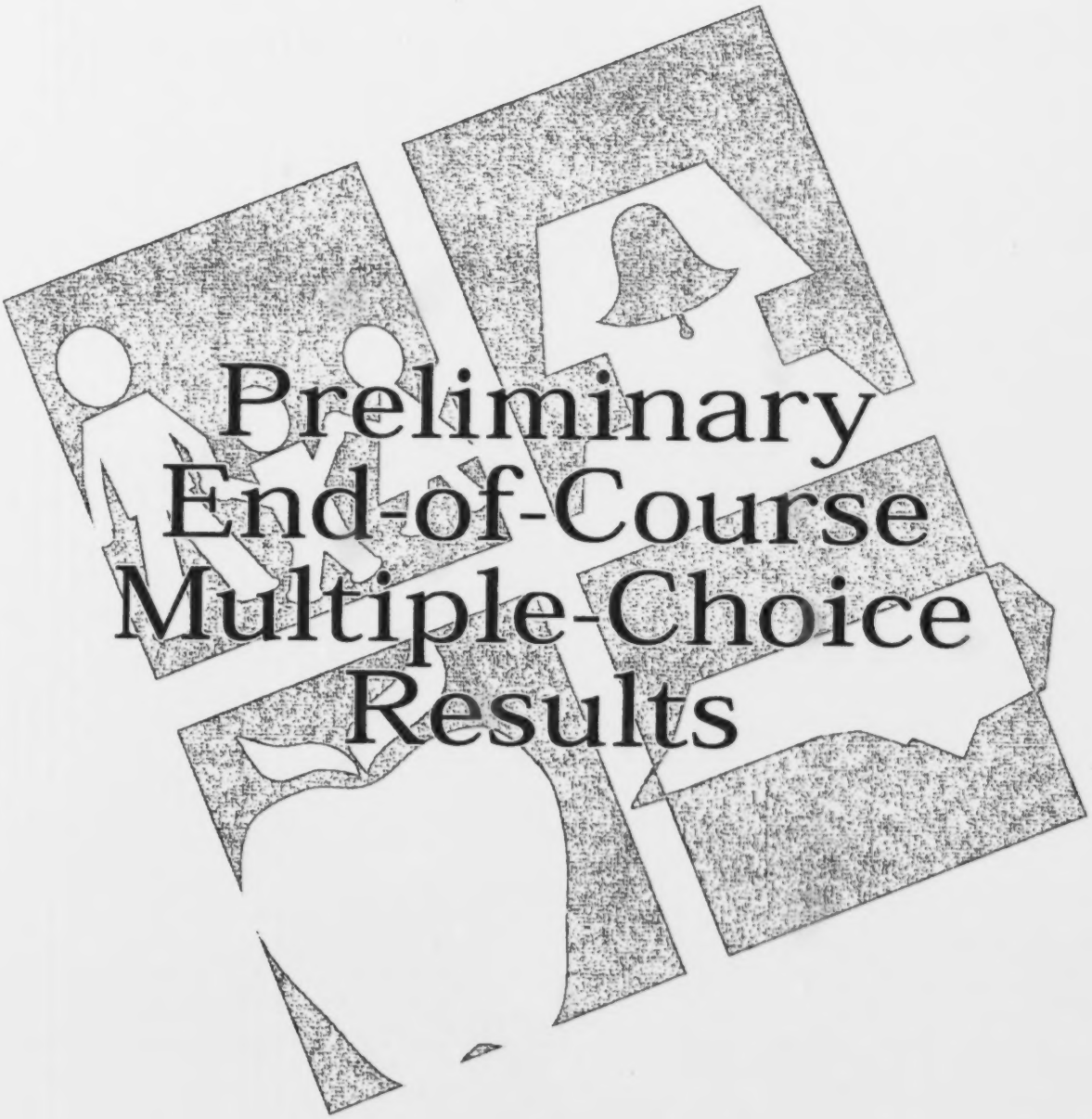
Data are not collected for Section 504 students nor Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table. Data are preliminary and in the process of being finalized.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02



Preliminary End-of-Course Multiple-Choice Results

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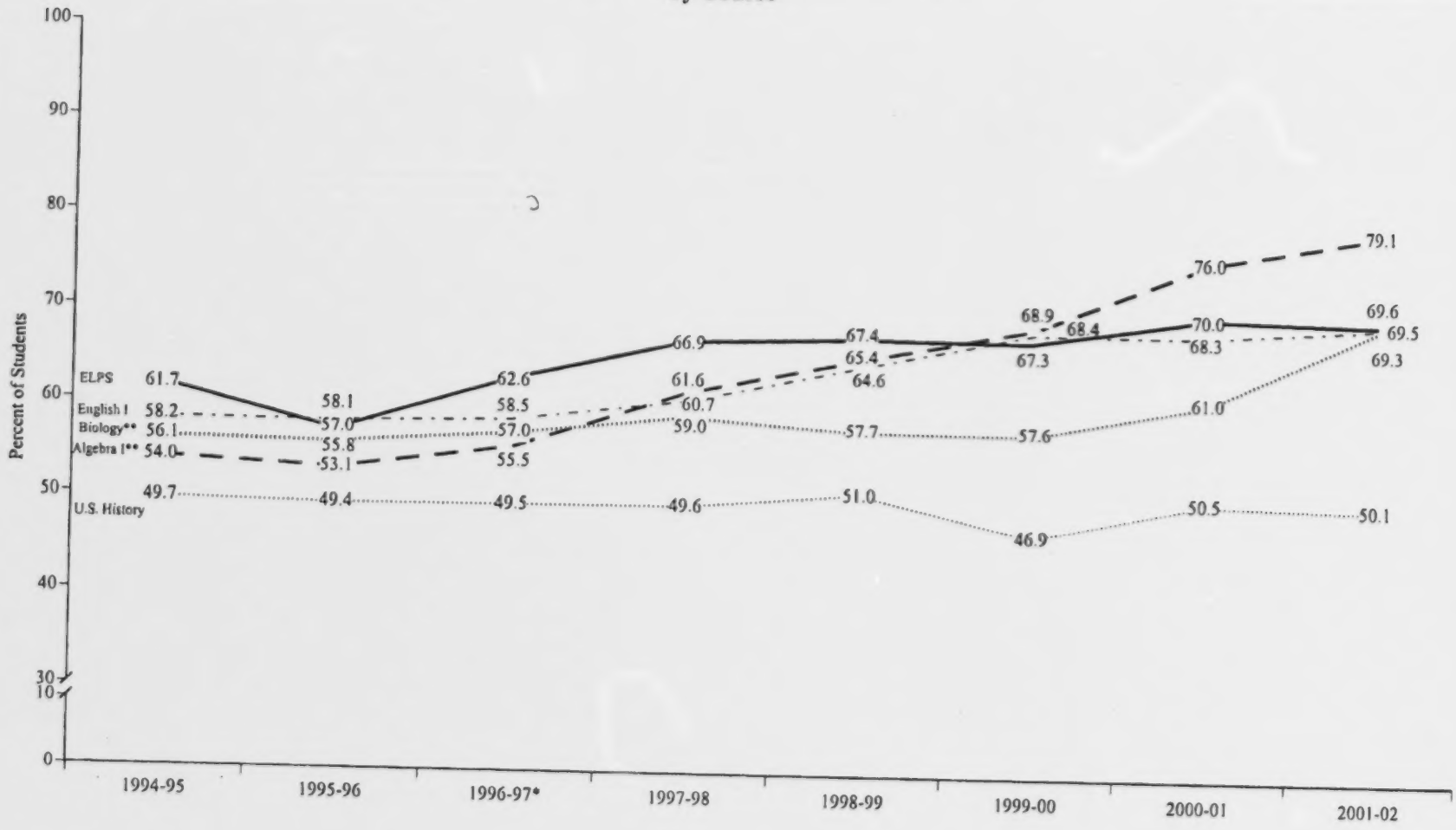
Preliminary Report

Figure 1. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III
by Course*



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

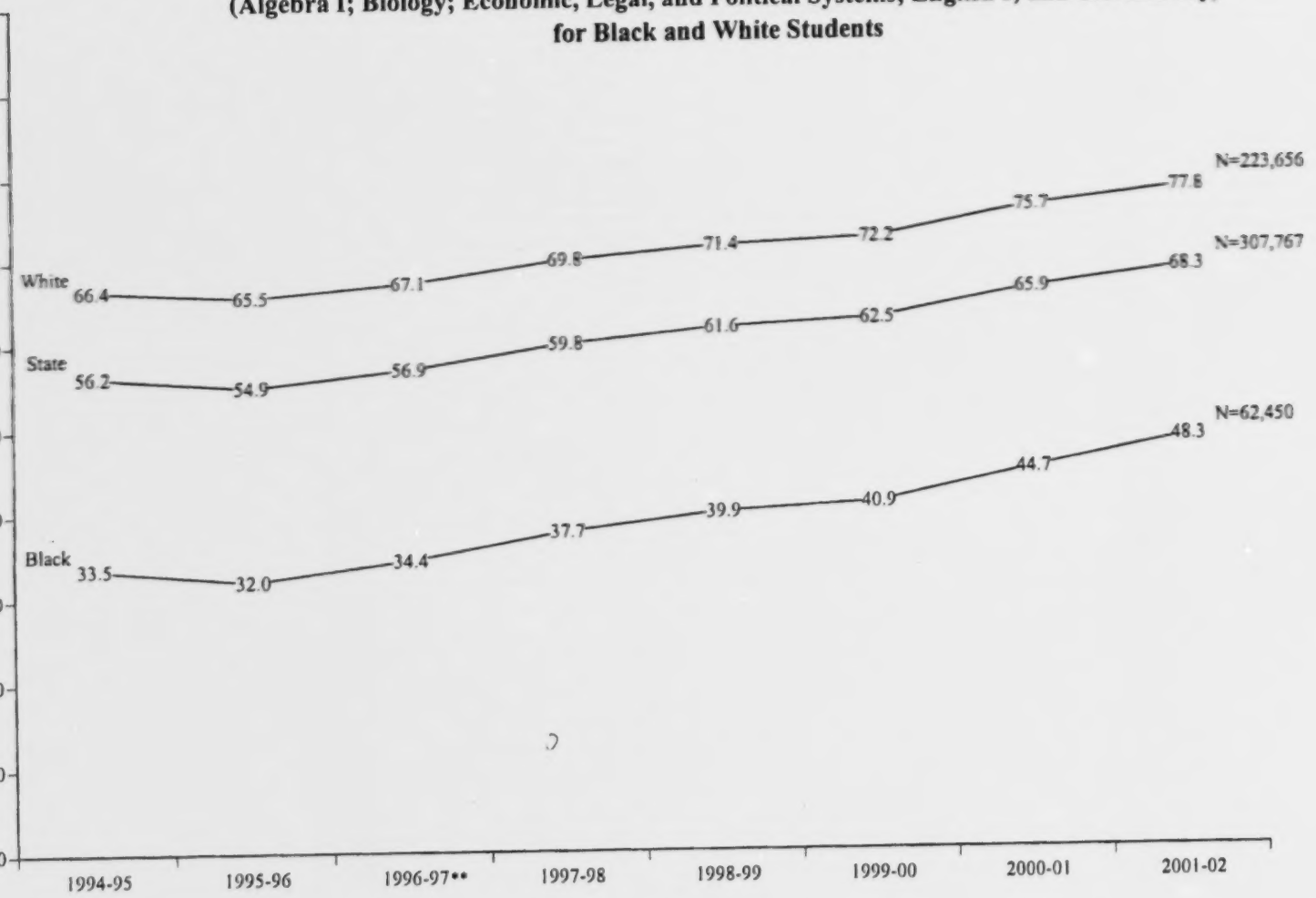
Data received from LEAs and charter schools after August 16, 2002 are not included in this figure.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

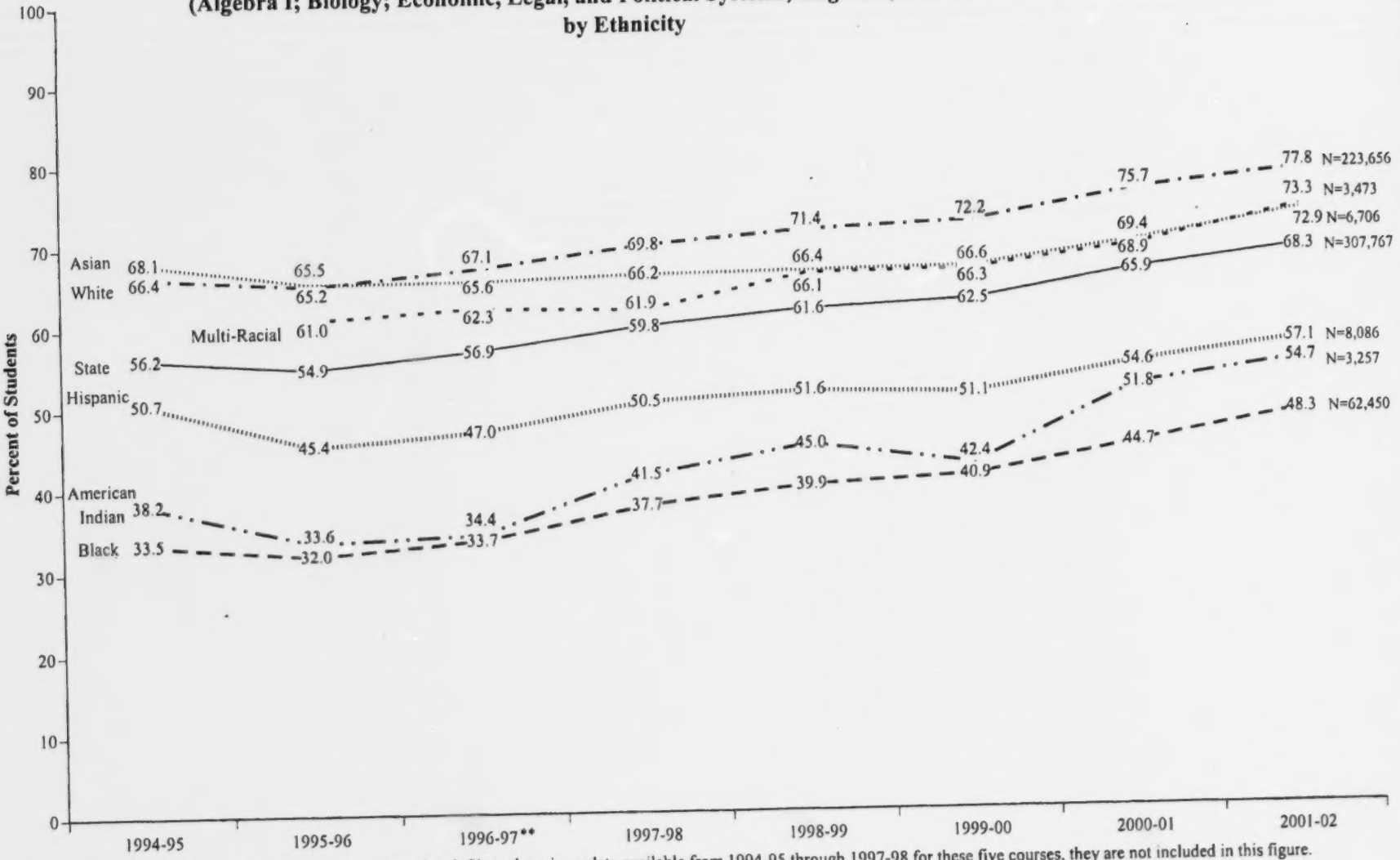
Figure 2. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)
for Black and White Students



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
N counts equal the number of students "At or Above Level III" across the five core courses for 2001-02; previous years are comparable.
Data received from LEAs and charter schools after August 16, 2002 are not included in these figures.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Figure 3. 1994-95 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)
by Ethnicity



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.

**Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

Multi-Racial results were not reported in 1994-95.

N counts equal the number of students "At or Above Level III" across the five core courses for 2001-02; previous years are comparable.

Data received from LEAs and charter schools after August 16, 2002 are not included in these figures.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 1. 1991-92 to 2001-02 End-of-Course Multiple-Choice Test Results
Statewide Summary

September 12, 2002

	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]
	Average Core[3]		Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation
Algebra I[2]	66,424	81.2%	70,114	86.4%	69,162	N/A	80,370	94.0%	82,635	96.6%	83,777	95.0%	83,124	95.8%
1985-86	40.4		39.9	9.6	55.1	9.1	54.7	9.3	55.0	9.7	55.6	9.7	57.0	9.7
Algebra II	37,221	45.5%	38,909	49.6%	42,497	51.9%	44,928	55.3%						
1986-87	38.2		38.8		37.6		38.3							
Biology[2]	71,832	91.5%	75,748	92.6%	74,840	92.2%	62,480	N/A	77,420	90.5%	78,723	92.0%	78,804	91.8%
1986-87	41.5		40.0	11.1	39.9	10.6	55.5	8.7	55.5	8.7	55.9	8.9	56.2	8.8
Chemistry	34,682	42.4%	35,738	45.1%	38,462	47.0%	39,289	48.4%						
1988-89	39.3		40.1		39.1		40.6							
ELPS	79,313	96.9%	79,070	97.4%	81,290	97.0%	83,597	97.8%	82,577	96.5%	82,611	93.4%	77,348	89.5%
1990-91	42.8		43.7	11.5	43.4	11.3	44.0	11.7	43.4	11.9	53.8	9.3	54.8	9.1
English I[2]	75,381	92.1%	76,183	93.8%	81,685	97.5%	67,748	N/A	85,411	99.8%	89,500	100.0%	88,307	100.0%
1989-90	67.0		66.7	18.0	66.4	17.7	53.1	8.9	53.1	8.9	53.2	8.9	53.6	8.8
Geometry	46,623	59.4%	49,494	60.1%	53,932	66.4%	55,657	66.4%						
1988-89	39.1		38.8		38.6		38.6							
Physical Science	66,137	80.0%	63,036	77.6%	65,777	78.5%	66,106	77.3%						
1990-91	41.1		41.3		40.2		42.9							
Physics	10,075	12.2%	10,754	13.2%	10,803	13.8%	10,935	13.4%						
1989-90	39.4		39.5		39.7		40.2							
U.S. History[2]	65,329	79.9%	63,034	80.0%	65,872	80.5%	53,160	N/A	65,725	78.4%	68,613	79.9%	68,341	80.7%
1987-88	42.2		42.3	9.7	40.4	10.5	56.2	8.3	56.3	8.2	56.2	8.2	56.3	8.4

Notes: [1]Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

[2]The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

[3]Average core score is the mean raw score on the common items for all students.

The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was first scaled in 1993-94, U.S. History, English I, Biology in 1994-95, and Physical Science in 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not included in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

Data received from LEAs and charter schools after August 16, 2002 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report

Table 1. 1991-92 to 2001-02 End-of-Course Multiple-Choice Test Results
Statewide Summary (continued)

	1998-99		1999-00		2000-01		2001-02	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I	87,404	65.4%	90,109	68.9%	93,000	76.0%	98,767	79.1%
1985-86	58.0	9.6	59.5	10.5	61.1	9.3	62.5	9.8
Algebra II	48,956	59.0%	52,451	62.7%	54,902	73.0%	59,013	76.9%
1986-87	60.0	10.9	61.1	11.0	63.8	9.9	65.2	10.2
Biology	76,872	57.7%	80,549	57.6%	82,026	61.0%	84,302	69.3%
1986-87	56.0	8.5	56.1	8.5	56.8	8.5	57.9	7.6
Chemistry	41,261	60.5%	42,605	62.0%	43,702	65.5%	43,737	70.6%
1988-89	57.8	8.8	58.1	8.7	58.9	8.7	60.0	8.2
ELPS	77,740	67.4%	78,992	67.3%	90,209	70.0%	94,559	69.6%
1990-91	55.0	9.0	55.1	8.9	55.7	8.7	55.6	8.7
English I	89,679	64.6%	93,434	68.4%	94,707	68.3%	95,757	69.5%
1989-90	54.5	8.7	55.4	8.6	55.4	8.6	55.6	8.4
Geometry	60,764	58.4%	64,572	60.0%	65,480	63.9%	67,826	66.7%
1988-89	58.4	9.9	59.1	10.0	59.8	8.9	60.6	9.1
Physical Science	67,397	55.7%	67,066	57.1%	39,182	59.9%	39,783	61.5%
1990-91	54.5	9.0	54.9	8.7	55.5	8.7	55.8	7.9
Physics	11,221	72.0%	11,429	72.9%	10,948	74.4%	11,551	84.4%
1989-90	56.8	9.2	57.1	9.0	57.0	8.5	60.7	9.2
U.S. History	70,187	51.0%	70,930	46.9%	73,742	50.5%	77,527	50.1%
1987-88	56.6	8.3	55.8	8.3	56.6	8.4	56.4	8.3

Notes: The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was first scaled in 1993-94, U.S. History, English I, and Biology in 1994-95 and Physical Science 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not included in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.
Beginning with the data from 1998-99, "Percent Proficient" is reported instead of the "Participation Index."
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
The North Carolina State Testing Results, Preliminary State-Level Data Only, 2001-02

Preliminary Report
Table 2. End-of-Course Multiple-Choice Test Results
2000-01 to 2001-02 Comparison of Percent of Students At or Above Level III by Ethnicity

Course	2001-02 Number Tested	2001-02 Mean Scale Score	2001-02 Standard Deviation	Percent of Students At or Above Level III: 2000-01 State	2001-02 State	2000-01 American Indian	2001-02 American Indian	2000-01 Asian	2001-02 Asian	2000-01 Black	2001-02 Black	2000-01 Hispanic	2001-02 Hispanic	2000-01 Multi-Racial	2001-02 Multi-Racial	2000-01 White	2001-02 White
Algebra I	98,767	62.5	9.8	76.0	79.1	67.6	69.6	82.5	86.3	57.1	63.0	70.0	74.5	76.0	81.3	84.6	86.7
Algebra II	59,013	65.2	10.2	73.0	76.9	55.6	69.8	82.2	85.0	52.5	57.7	67.7	71.4	74.5	78.0	79.6	83.1
Biology	84,302	57.9	7.6	61.0	69.3	46.4	58.5	63.7	74.4	34.9	45.2	47.2	55.9	68.1	77.1	73.1	80.3
Chemistry	43,737	60.0	8.2	65.5	70.6	44.6	60.1	68.8	76.0	41.8	48.1	57.8	62.0	69.8	68.2	72.4	77.4
Economic, Legal, and Political Systems	94,559	55.6	8.7	70.0	69.6	54.5	52.3	70.5	70.9	48.9	48.2	56.6	56.0	71.3	73.6	80.0	80.5
English I	95,757	55.6	8.4	68.3	69.5	50.8	50.6	72.0	73.8	49.0	51.6	52.6	52.7	69.3	73.7	78.0	79.1
Geometry	67,826	60.6	9.1	63.9	66.7	45.4	51.1	71.6	75.1	34.6	37.7	50.3	58.0	64.6	66.6	75.0	78.1
Physical Science	39,783	55.8	7.9	59.9	61.5	40.5	51.4	65.0	67.4	37.1	41.4	44.3	53.1	61.5	63.3	72.0	72.4
Physics	11,551	60.7	9.2	74.4	84.4	46.3	67.6	78.8	84.5	43.9	62.9	64.0	81.8	78.4	80.6	79.8	88.2
U.S. History	77,527	56.4	8.3	50.5	50.1	34.7	38.0	56.2	55.7	28.4	27.7	40.7	39.9	54.5	54.4	59.8	59.7

Notes: Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 3. 1999-00 to 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Gender
(Algebra I, Algebra II, and Geometry)

Level	Gender	1999-00 Algebra I		2000-01 Algebra I		2001-02 Algebra I		1999-00 Algebra II		2000-01 Algebra II		2001-02 Algebra II		1999-00 Geometry		2000-01 Geometry		2001-02 Geometry	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Achievement Level I	Male	4,708	10.5	1,621	3.5	1,537	3.2	2,175	9.1	666	2.6	595	2.2	2,733	9.1	1,368	4.5	1,241	3.9
	Female	3,436	7.6	1,330	2.8	1,083	2.2	2,560	9.0	708	2.4	599	1.9	3,490	10.1	1,709	4.9	1,621	4.5
Achievement Level II	Male	9,904	22.1	10,051	21.8	9,412	19.4	6,616	27.7	6,044	23.8	5,582	20.5	8,506	28.3	8,510	27.8	8,124	25.7
	Female	10,012	22.1	9,299	19.8	8,584	17.0	8,238	28.8	7,430	25.1	6,873	21.6	11,084	32.1	12,023	34.5	11,612	32.1
Achievement Level III	Male	16,953	37.8	19,736	42.8	19,070	39.4	8,391	35.2	9,832	38.8	10,126	37.2	11,029	36.6	13,114	42.8	13,409	42.4
	Female	18,017	39.8	21,714	46.3	21,642	43.0	10,464	36.6	12,310	41.7	12,906	40.6	12,492	36.2	14,445	41.5	14,862	41.1
Achievement Level IV	Male	13,269	29.6	14,709	31.9	18,395	38.0	6,667	28.0	8,813	34.8	10,912	40.1	7,825	26.0	7,663	25.0	8,854	28.0
	Female	13,809	30.5	14,540	31.0	19,044	37.8	7,339	25.7	9,098	30.8	11,420	35.9	7,412	21.5	6,648	19.1	8,103	22.4
Percent At or Above Level III*	Male	30,222	67.4	34,445	74.7	37,465	77.4	15,058	63.1	18,645	73.5	21,038	77.3	18,854	62.7	20,777	67.8	22,263	70.4
	Female	31,826	70.3	36,254	77.3	40,686	80.8	17,803	62.2	21,408	72.5	24,326	76.5	19,904	57.7	21,093	60.6	22,965	63.4
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
State Results	Male	44,834	49.8	46,117	49.6	48,414	49.0	23,849	45.5	25,355	46.2	27,215	46.1	30,093	46.6	30,655	46.8	31,628	46.6
	Female	45,274	50.2	46,883	50.4	50,353	51.0	28,601	54.5	29,546	53.8	31,798	53.9	34,478	53.4	34,825	53.2	36,198	53.4

Notes: *"Percent At or Above Level III" is calculated based on actual N counts and is not summed.
Due to rounding, some categories in some courses may not sum to 100%.
When summed, male and female N counts may not match the state N counts because gender was not coded on some student answer sheets.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 4. 2001-02 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Gender
(Biology; Chemistry; Economic, Legal, and Political Systems; English I; Physical Science; Physics; and U.S. History)

Level	Gender	Biology		Chemistry		Economic, Legal, and Political Systems		English I		Physical Science		Physics		U.S. History	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Achievement Level I	Male	3,740	9.0	1,216	6.2	3,909	8.4	4,492	9.3	1,360	6.8	135	2.0	5,133	13.6
	Female	2,952	6.9	1,687	7.0	3,273	6.8	2,119	4.5	1,179	6.0	181	3.6	6,283	15.8
Achievement Level II	Male	8,799	21.2	3,848	19.5	9,792	20.9	12,583	26.0	5,869	29.3	656	10.0	12,083	31.9
	Female	10,399	24.3	6,113	25.5	11,784	24.7	9,990	21.1	6,917	35.1	827	16.7	15,196	38.3
Achievement Level III	Male	20,181	48.5	7,771	39.4	17,404	37.2	19,041	39.4	8,871	44.2	2,591	39.3	13,312	35.2
	Female	22,012	51.5	10,094	42.0	19,485	40.8	19,763	41.7	8,940	45.3	2,250	45.3	12,623	31.8
Achievement Level IV	Male	8,854	21.3	6,896	35.0	15,669	33.5	12,232	25.3	3,962	19.7	3,204	48.6	7,319	19.3
	Female	7,365	17.2	6,112	25.5	13,242	27.7	15,535	32.8	2,685	13.6	1,707	34.4	5,577	14.1
Percent At or Above Level III*	Male	29,035	69.8	14,667	74.3	33,073	70.7	31,273	64.7	12,833	64.0	5,795	88.0	20,631	54.5
	Female	29,377	68.8	16,206	67.5	32,727	68.5	35,298	74.5	11,625	58.9	3,957	79.7	18,200	45.9

		N	%	N	%	N	%	N	%	N	%	N	%	N	%
State Results	Male	41,574	49.3	19,731	45.1	46,774	49.5	48,348	50.5	20,062	50.4	6,586	57.0	37,847	48.8
	Female	42,728	50.7	24,006	54.9	47,784	50.5	47,407	49.5	19,721	49.6	4,965	43.0	39,679	51.2

Notes: •"Percent At or above Level III" is calculated based on actual N counts and is not summed.
Due to rounding, some categories in some courses may not sum to 100%.
When summed, male and female N counts may not match the state N counts because gender was not coded on some student answer sheets.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 5. 2001-02 End-of-Course Distribution of Scale Scores
Algebra I

NUMBER OF STUDENTS WITH VALID SCORES*	98,767	HIGH SCORE	96
		LOW SCORE	31
MEAN	62.5		
STANDARD DEVIATION	9.8		
VARIANCE	95.9		

2002 STATE PERCENTILES	SCALE SCORE
90	75.38
75	69.32
50 (MEDIAN)	62.41
25	55.48
10	49.90

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
96	16	98767	0.02	100.00	99
95	18	98751	0.02	99.98	99
94	43	98733	0.04	99.97	99
93	39	98690	0.04	99.92	99
92	44	98651	0.04	99.88	99
91	97	98607	0.10	99.84	99
90	71	98510	0.07	99.74	99
89	154	98439	0.16	99.67	99
88	191	98285	0.19	99.51	99
87	128	98094	0.13	99.32	99
86	402	97966	0.41	99.19	99
85	311	97564	0.31	98.78	99
84	372	97253	0.38	98.47	99
83	377	96881	0.38	98.09	99
82	684	96504	0.69	97.71	98
81	754	95820	0.76	97.02	98
80	866	95066	0.88	96.25	97
79	968	94200	0.98	95.38	97
78	1025	93232	1.04	94.40	96
77	1898	92207	1.92	93.36	95
76	1197	90309	1.21	91.44	94
75	1834	89112	1.86	90.22	93
74	1883	87278	1.91	88.37	91
73	2111	85395	2.14	86.46	90
72	2726	83284	2.76	84.32	88
71	2215	80558	2.24	81.56	86
70	3709	78343	3.76	79.32	83
69	3144	74634	3.18	75.57	80
68	2655	71490	2.69	72.38	77
67	4023	68835	4.07	69.69	74
66	3484	64812	3.53	65.62	70
65	2868	61328	2.90	62.09	67
64	4357	58460	4.41	59.19	63
63	4440	54103	4.50	54.78	59
62	3016	49663	3.05	50.28	55
61	3873	46647	3.92	47.23	51
60	4517	42774	4.57	43.31	46
59	3914	38257	3.96	38.73	42
58	2941	34343	2.98	34.77	38
57	4442	31402	4.50	31.79	34
56	2197	26960	2.22	27.30	30
55	4147	24763	4.20	25.07	26
54	2115	20616	2.14	20.87	23
53	2774	18501	2.81	18.73	20
52	2448	15727	2.48	15.92	17
51	2392	13279	2.42	13.44	14
50	1694	10887	1.72	11.02	12
49	1580	9193	1.60	9.31	10
48	1528	7613	1.55	7.71	8
47	1344	6085	1.36	6.16	6
46	1130	4741	1.14	4.80	5
45	991	3611	1.00	3.66	4
44	816	2620	0.83	2.65	3

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 5. 2001-02 End-of-Course Distribution of Scale Scores
Algebra I (continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
43	586	1804	0.59	1.83	2
42	416	1218	0.42	1.23	1
41	285	802	0.29	0.81	1
40	223	517	0.23	0.52	1
39	155	294	0.16	0.30	1
38	66	139	0.07	0.14	1
37	40	73	0.04	0.07	1
36	9	33	0.01	0.03	1
LESS THAN 36	24	24	0.02	0.02	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
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Table 6. 2001-02 End-of-Course Distribution of Scale Scores

Algebra II

NUMBER OF STUDENTS WITH VALID SCORES*	59,013	HIGH SCORE	102
		LOW SCORE	34
MEAN	65.2	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	10.2	90	78.36
		75	72.17
VARIANCE	104.3	50 (MEDIAN)	65.04
		25	58.03
		10	52.00

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
102	1	59013	0.00	100.00	99
101	9	59012	0.02	100.00	99
99	22	59003	0.04	99.98	99
97	36	58981	0.06	99.95	99
95	75	58945	0.13	99.88	99
93	115	58870	0.19	99.76	99
91	168	58755	0.28	99.56	99
90	141	58587	0.24	99.28	99
89	92	58446	0.16	99.04	99
88	309	58354	0.52	98.88	99
87	204	58045	0.35	98.36	99
86	445	57841	0.75	98.01	99
85	180	57396	0.31	97.26	98
84	500	57216	0.85	96.95	98
83	601	56716	1.02	96.11	97
82	652	56115	1.10	95.09	96
81	455	55463	0.77	93.98	96
80	835	55008	1.41	93.21	95
79	877	54173	1.49	91.80	94
78	1339	53296	2.27	90.31	92
77	1159	51957	1.96	88.04	90
76	1133	50798	1.92	86.08	89
75	1287	49665	2.18	84.16	87
74	1339	48378	2.27	81.98	85
73	2043	47039	3.46	79.71	82
72	2238	44996	3.79	76.25	79
71	2322	42758	3.93	72.46	75
70	1853	40436	3.14	68.52	72
69	1902	38583	3.22	65.38	69
68	2076	36681	3.52	62.16	66
67	2041	34605	3.46	58.64	62
66	2059	32564	3.49	55.18	59
65	2169	30505	3.68	51.69	55
64	2186	28336	3.70	48.02	51
63	2164	26150	3.67	44.31	48
62	2277	23986	3.86	40.65	44
61	2304	21709	3.90	36.79	40
60	1441	19405	2.44	32.88	36
59	2219	17964	3.76	30.44	33
58	2096	15745	3.55	26.68	29
57	2009	13649	3.40	23.13	25
56	1260	11640	2.14	19.72	22
55	637	10380	1.08	17.59	20
54	1762	9743	2.99	16.51	18
53	1620	7981	2.75	13.52	15
52	927	6361	1.57	10.78	12
51	457	5434	0.77	9.21	11
50	1267	4977	2.15	8.43	9
49	728	3710	1.23	6.29	7
48	623	2982	1.06	5.05	5
47	573	2359	0.97	4.00	4
46	592	1786	1.00	3.03	3
45	322	1194	0.55	2.02	2
44	357	872	0.60	1.48	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
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Table 6. 2001-02 End-of-Course Distribution of Scale Scores
Algebra II (continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
43	99	515	0.17	0.87	1
42	189	416	0.32	0.70	1
41	111	227	0.19	0.38	1
40	66	116	0.11	0.20	1
39	28	50	0.05	0.08	1
38	16	22	0.03	0.04	1
LESS THAN 38	6	6	0.01	0.01	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
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Table 7. 2001-02 End-of-Course Distribution of Scale Scores

Biology

NUMBER OF STUDENTS WITH VALID SCORES*	84,302	HIGH SCORE	85
		LOW SCORE	31
MEAN	57.9	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	7.6	90	67.35
		75	63.16
		50 (MEDIAN)	58.22
VARIANCE	57.8	25	52.82
		10	47.45

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2002 STATE PERCENTILE
85	1	84302	0.00	100.00	99
83	11	84301	0.01	100.00	99
82	16	84290	0.02	99.99	99
81	8	84274	0.01	99.97	99
80	51	84266	0.06	99.96	99
79	33	84215	0.04	99.90	99
78	126	84182	0.15	99.86	99
77	167	84056	0.20	99.71	99
76	215	83889	0.26	99.51	99
75	319	83674	0.38	99.26	99
74	379	83355	0.45	98.88	99
73	439	82976	0.52	98.43	98
72	931	82537	1.10	97.91	97
71	715	81606	0.85	96.80	96
70	1642	80891	1.95	95.95	95
69	916	79249	1.09	94.01	93
68	2098	78333	2.49	92.92	92
67	2413	76235	2.86	90.43	89
66	2684	73822	3.18	87.57	86
65	3055	71138	3.62	84.38	83
64	3730	68083	4.42	80.76	79
63	3328	64353	3.95	76.34	74
62	4199	61025	4.98	72.39	70
61	4953	56826	5.88	67.41	64
60	3922	51873	4.65	61.53	59
59	4655	47951	5.52	56.88	54
58	4124	43296	4.89	51.36	49
57	3966	39172	4.70	46.47	44
56	4682	35206	5.55	41.76	39
55	4634	30524	5.50	36.21	33
54	3078	25890	3.65	30.71	29
53	2567	22812	3.05	27.06	26
52	3543	20245	4.20	24.01	22
51	2648	16702	3.14	19.81	18
50	2488	14054	2.95	16.67	15
49	1805	11566	2.14	13.72	13
48	1231	9761	1.46	11.58	11
47	1838	8530	2.18	10.12	9
46	1294	6692	1.53	7.94	7
45	953	5398	1.13	6.40	6
44	1303	4445	1.55	5.27	4
43	649	3142	0.77	3.73	3
42	774	2493	0.92	2.96	2
41	502	1719	0.60	2.04	2
40	540	1217	0.64	1.44	1
39	342	677	0.41	0.80	1
38	196	335	0.23	0.40	1
37	88	139	0.10	0.16	1
36	40	51	0.05	0.06	1
LESS THAN 36	11	11	0.01	0.01	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 8. 2001-02 End-of-Course Distribution of Scale Scores
Chemistry

NUMBER OF STUDENTS WITH VALID SCORES*	43,737	HIGH SCORE	89
		LOW SCORE	33
MEAN	60.0	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.2	90	70.56
		75	65.66
		50 (MEDIAN)	59.97
VARIANCE	66.5	25	54.22
		10	49.01

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
89	1	43737	0.00	100.00	99
88	2	43736	0.00	100.00	99
87	7	43734	0.02	99.99	99
86	18	43727	0.04	99.98	99
85	12	43709	0.03	99.94	99
84	17	43697	0.04	99.91	99
83	41	43680	0.09	99.87	99
82	51	43639	0.12	99.78	99
81	93	43588	0.21	99.66	99
80	98	43495	0.22	99.45	99
79	91	43397	0.21	99.22	99
78	202	43306	0.46	99.01	99
77	217	43104	0.50	98.55	98
76	421	42887	0.96	98.06	98
75	243	42466	0.56	97.09	97
74	565	42223	1.29	96.54	96
73	671	41658	1.53	95.25	94
72	771	40987	1.76	93.71	93
71	909	40216	2.08	91.95	91
70	1029	39307	2.35	89.87	89
69	1126	38278	2.57	87.52	86
68	1304	37152	2.98	84.94	83
67	1527	35848	3.49	81.96	80
66	1799	34321	4.11	78.47	76
65	1793	32522	4.10	74.36	72
64	1909	30729	4.36	70.26	68
63	2098	28820	4.80	65.89	63
62	1849	26722	4.23	61.10	59
61	1915	24873	4.38	56.87	55
60	2043	22958	4.67	52.49	50
59	2545	20915	5.82	47.82	45
58	1671	18370	3.82	42.00	40
57	2181	16699	4.99	38.18	36
56	1654	14518	3.78	33.19	31
55	1279	12864	2.92	29.41	28
54	2308	11585	5.28	26.49	24
53	1074	9277	2.46	21.21	20
52	1108	8203	2.53	18.76	17
51	1332	7095	3.05	16.22	15
50	953	5763	2.18	13.18	12
49	897	4810	2.05	11.00	10
48	1010	3913	2.31	8.95	8
47	771	2903	1.76	6.64	6
46	482	2132	1.10	4.87	4
45	434	1650	0.99	3.77	3
44	336	1216	0.77	2.78	2
43	312	880	0.71	2.01	2
42	261	568	0.60	1.30	1
41	134	307	0.31	0.70	1
40	95	173	0.22	0.40	1
39	46	78	0.11	0.18	1
38	23	32	0.05	0.07	1
LESS THAN 38	9	9	0.02	0.02	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
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Table 9. 2001-02 End-of-Course Distribution of Scale Scores
Economic, Legal, and Political Systems

NUMBER OF STUDENTS VALID SCORES*	94,559	HIGH SCORE	84
		LOW SCORE	21
MEAN	55.6	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.7	90	66.63
		75	61.86
		50 (MEDIAN)	56.00
VARIANCE	75.7	25	49.95
		10	43.99

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
84	2	94559	0.00	100.00	99
83	12	94557	0.01	100.00	99
81	27	94545	0.03	99.99	99
80	24	94518	0.03	99.96	99
79	45	94494	0.05	99.93	99
78	32	94449	0.03	99.88	99
77	137	94417	0.14	99.85	99
76	207	94280	0.22	99.70	99
75	303	94073	0.32	99.49	99
74	121	93770	0.13	99.17	99
73	442	93649	0.47	99.04	99
72	1012	93207	1.07	98.57	99
71	1036	92195	1.10	97.50	98
70	897	91159	0.95	96.40	97
69	1329	90262	1.41	95.46	96
68	1974	88933	2.09	94.05	95
67	2145	86959	2.27	91.96	93
66	1905	84814	2.01	89.69	91
65	2563	82909	2.71	87.68	89
64	3314	80346	3.50	84.97	87
63	3407	77032	3.60	81.46	84
62	4230	73625	4.47	77.86	81
61	3748	69395	3.96	73.39	77
60	3856	65647	4.08	69.42	73
59	3755	61791	3.97	65.35	70
58	4588	58036	4.85	61.38	65
57	3979	53448	4.21	56.52	61
56	4399	49469	4.65	52.32	57
55	3817	45070	4.04	47.66	52
54	4885	41253	5.17	43.63	48
53	3674	36368	3.89	38.46	44
52	3936	32694	4.16	34.58	39
51	3388	28758	3.58	30.41	36
50	3153	25370	3.33	26.83	33
49	2863	22217	3.03	23.50	29
48	2810	19354	2.97	20.47	26
47	2598	16544	2.75	17.50	23
46	1635	13946	1.73	14.75	20
45	2188	12311	2.31	13.02	18
44	1313	10123	1.39	10.71	16
43	1628	8810	1.72	9.32	14
42	913	7182	0.97	7.60	12
41	1053	6269	1.11	6.63	10
40	1011	5216	1.07	5.52	9
39	821	4205	0.87	4.45	8
38	761	3384	0.80	3.58	6
37	502	2623	0.53	2.77	5
36	615	2121	0.65	2.24	4
35	585	1506	0.62	1.59	3
34	269	921	0.28	0.97	2
33	267	652	0.28	0.69	1
32	198	385	0.21	0.41	1
31	90	187	0.10	0.20	1
30	53	97	0.06	0.10	1
LESS THAN 30	44	44	0.05	0.05	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
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Table 10. 2001-02 End-of-Course Distribution of Scale Scores

English I

NUMBER OF STUDENTS WITH VALID SCORES*	95,757	HIGH SCORE	84
		LOW SCORE	22
MEAN	55.6	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.4	90	66.08
		75	61.38
		50 (MEDIAN)	55.92
VARIANCE	70.6	25	50.14
		10	44.55

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
84	3	95757	0.00	100.00	99
83	11	95754	0.01	100.00	99
82	13	95743	0.01	99.99	99
81	22	95730	0.02	99.97	99
80	29	95708	0.03	99.95	99
79	49	95679	0.05	99.92	99
78	131	95630	0.14	99.87	99
77	86	95499	0.09	99.73	99
76	127	95413	0.13	99.64	99
75	360	95286	0.38	99.51	99
74	242	94926	0.25	99.13	99
73	509	94684	0.53	98.88	99
72	693	94175	0.72	98.35	99
71	676	93482	0.71	97.62	98
70	987	92806	1.03	96.92	97
69	1449	91819	1.51	95.89	97
68	1391	90370	1.45	94.37	96
67	1687	88979	1.76	92.92	94
66	2652	87292	2.77	91.16	93
65	2905	84640	3.03	88.39	91
64	2357	81735	2.46	85.36	89
63	4632	79378	4.84	82.90	86
62	2425	74746	2.53	78.06	84
61	4331	72321	4.52	75.53	81
60	4504	67990	4.70	71.00	77
59	4094	63486	4.28	66.30	73
58	4363	59392	4.56	62.02	70
57	4842	55029	5.06	57.47	66
56	3952	50187	4.13	52.41	62
55	5514	46235	5.76	48.28	58
54	3329	40721	3.48	42.53	53
53	4990	37392	5.21	39.05	49
52	3217	32402	3.36	33.84	45
51	3963	29185	4.14	30.48	40
50	3526	25222	3.68	26.34	37
49	2288	21696	2.39	22.66	32
48	3539	19408	3.70	20.27	28
47	2674	15869	2.79	16.57	25
46	1833	13195	1.91	13.78	22
45	1888	11362	1.97	11.87	19
44	1519	9474	1.59	9.89	16
43	1344	7955	1.40	8.31	14
42	1134	6611	1.18	6.90	11
41	1057	5477	1.10	5.72	9
40	938	4420	0.98	4.62	8
39	786	3482	0.82	3.64	6
38	664	2696	0.69	2.82	5
37	542	2032	0.57	2.12	4
36	442	1490	0.46	1.56	3
35	360	1048	0.38	1.09	2
34	196	688	0.20	0.72	2
33	187	492	0.20	0.51	1
32	142	305	0.15	0.32	1
31	92	163	0.10	0.17	1
30	23	71	0.02	0.07	1
LESS THAN 30	48	48	0.05	0.05	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 11. 2001-02 End-of-Course Distribution of Scale Scores

Geometry

NUMBER OF STUDENTS WITH VALID SCORES*	67,826	HIGH SCORE	93
		LOW SCORE	32
MEAN	60.6	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.1	90	72.45
		75	66.50
		50 (MEDIAN)	60.51
VARIANCE	82.3	25	54.22
		10	48.64

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
93	5	67826	0.01	100.00	99
92	8	67821	0.01	99.99	99
91	11	67813	0.02	99.98	99
90	13	67802	0.02	99.96	99
89	78	67789	0.12	99.95	99
88	26	67711	0.04	99.83	99
87	43	67685	0.06	99.79	99
86	91	67642	0.13	99.73	99
85	153	67551	0.23	99.59	99
84	57	67398	0.08	99.37	99
83	223	67341	0.33	99.28	99
82	183	67118	0.27	98.96	99
81	252	66935	0.37	98.69	99
80	318	66683	0.47	98.31	99
79	495	66365	0.73	97.85	98
78	550	65870	0.81	97.12	98
77	610	65320	0.90	96.31	97
76	678	64710	1.00	95.41	96
75	823	64032	1.21	94.41	95
74	834	63209	1.23	93.19	94
73	1278	62375	1.88	91.96	93
72	1039	61097	1.53	90.08	91
71	1840	60058	2.71	88.55	89
70	1664	58218	2.45	85.83	87
69	1804	56554	2.66	83.38	85
68	2388	54750	3.52	80.72	82
67	1493	52362	2.20	77.20	79
66	3165	50869	4.67	75.00	76
65	2136	47704	3.15	70.33	72
64	2834	45568	4.18	67.18	69
63	2883	42734	4.25	63.01	64
62	2468	39851	3.64	58.75	60
61	3515	37383	5.18	55.12	56
60	2383	33868	3.51	49.93	51
59	3023	31485	4.46	46.42	47
58	2980	28462	4.39	41.96	43
57	2884	25482	4.25	37.57	38
56	2308	22598	3.40	33.32	34
55	2730	20290	4.03	29.91	30
54	2168	17560	3.20	25.89	27
53	2502	15392	3.69	22.69	23
52	2016	12890	2.97	19.00	19
51	1336	10874	1.97	16.03	17
50	1325	9538	1.95	14.06	14
49	1671	8213	2.46	12.11	12
48	1511	6542	2.23	9.65	9
47	990	5031	1.46	7.42	7
46	1179	4041	1.74	5.96	6
45	734	2862	1.08	4.22	4
44	662	2128	0.98	3.14	3
43	458	1466	0.68	2.16	2
42	338	1008	0.50	1.49	1
41	271	670	0.40	0.99	1
40	187	399	0.28	0.59	1
39	93	212	0.14	0.31	1
38	75	119	0.11	0.18	1
LESS THAN 38	44	44	0.06	0.06	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
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Table 12. 2001-02 End-of-Course Distribution of Scale Scores
Physical Science

NUMBER OF STUDENTS WITH VALID SCORES*	39,783	HIGH SCORE	84
		LOW SCORE	30
MEAN	55.8	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	7.9	90	65.97
		75	61.38
		50 (MEDIAN)	56.02
VARIANCE	62.5	25	50.12
		10	44.98

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
84	1	39783	0.00	100.00	99
83	1	39782	0.00	100.00	99
82	7	39781	0.02	99.99	99
81	9	39774	0.02	99.98	99
80	22	39765	0.06	99.95	99
79	16	39743	0.04	99.90	99
78	22	39727	0.06	99.86	99
77	43	39705	0.11	99.80	99
76	89	39662	0.22	99.70	99
75	127	39573	0.32	99.47	99
74	106	39446	0.27	99.15	99
73	167	39340	0.42	98.89	99
72	272	39173	0.68	98.47	98
71	273	38901	0.69	97.78	97
70	372	38628	0.94	97.10	97
69	553	38256	1.39	96.16	95
68	641	37703	1.61	94.77	94
67	773	37062	1.94	93.16	92
66	917	36289	2.31	91.22	90
65	1095	35372	2.75	88.91	88
64	1141	34277	2.87	86.16	85
63	1567	33136	3.94	83.29	81
62	1538	31569	3.87	79.35	77
61	1631	30031	4.10	75.49	73
60	1758	28400	4.42	71.39	69
59	1832	26642	4.60	66.97	65
58	1757	24810	4.42	62.36	60
57	2155	23053	5.42	57.95	55
56	2095	20898	5.27	52.53	50
55	1575	18803	3.96	47.26	45
54	1903	17228	4.78	43.30	41
53	1566	15325	3.94	38.52	37
52	1953	13759	4.91	34.59	32
51	1153	11806	2.90	29.68	28
50	1877	10653	4.72	26.78	24
49	1452	8776	3.65	22.06	20
48	1011	7324	2.54	18.41	17
47	912	6313	2.29	15.87	15
46	891	5401	2.24	13.58	12
45	1022	4510	2.57	11.34	10
44	949	3488	2.39	8.77	8
43	787	2539	1.98	6.38	5
42	458	1752	1.15	4.40	4
41	333	1294	0.84	3.25	3
40	311	961	0.78	2.42	2
39	381	650	0.96	1.63	1
38	107	269	0.27	0.68	1
37	102	162	0.26	0.41	1
36	25	60	0.06	0.15	1
35	20	35	0.05	0.09	1
LESS THAN 35	15	15	0.04	0.04	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 13. 2001-02 End-of-Course Distribution of Scale Scores
Physics

NUMBER OF STUDENTS WITH VALID SCORES*	11,551	HIGH SCORE	89
		LOW SCORE	23
MEAN	60.7	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.2	90	72.66
		75	67.16
		50 (MEDIAN)	60.65
VARIANCE	85.4	25	54.71
		10	48.88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
89	6	11551	0.05	100.00	99
87	20	11545	0.17	99.95	99
85	19	11525	0.16	99.77	99
84	9	11506	0.08	99.61	99
83	34	11497	0.29	99.53	99
82	46	11463	0.40	99.24	99
81	27	11417	0.23	98.84	99
80	61	11390	0.53	98.61	98
79	94	11329	0.81	98.08	98
78	105	11235	0.91	97.26	97
77	122	11130	1.06	96.36	96
76	80	11008	0.69	95.30	95
75	160	10928	1.39	94.61	94
74	163	10768	1.41	93.22	93
73	250	10605	2.16	91.81	91
72	243	10355	2.10	89.65	89
71	225	10112	1.95	87.54	87
70	336	9887	2.91	85.59	84
69	330	9551	2.86	82.69	81
68	440	9221	3.81	79.83	78
67	344	8781	2.98	76.02	75
66	417	8437	3.61	73.04	71
65	474	8020	4.10	69.43	67
64	467	7546	4.04	65.33	63
63	439	7079	3.80	61.28	59
62	554	6640	4.80	57.48	55
61	364	6086	3.15	52.69	51
60	502	5722	4.35	49.54	47
59	629	5220	5.45	45.19	42
58	336	4591	2.91	39.75	38
57	385	4255	3.33	36.84	35
56	518	3870	4.48	33.50	31
55	590	3352	5.11	29.02	26
54	345	2762	2.99	23.91	22
53	319	2417	2.76	20.92	20
52	299	2098	2.59	18.16	17
51	244	1799	2.11	15.57	15
50	263	1555	2.28	13.46	12
49	221	1292	1.91	11.19	10
48	191	1071	1.65	9.27	8
47	162	880	1.40	7.62	7
46	103	718	0.89	6.22	6
45	60	615	0.52	5.32	5
44	123	555	1.06	4.80	4
43	116	432	1.00	3.74	3
42	79	316	0.68	2.74	2
41	62	237	0.54	2.05	2
40	58	175	0.50	1.52	1
39	23	117	0.20	1.01	1
38	30	94	0.26	0.81	1
37	20	64	0.17	0.55	1
36	16	44	0.14	0.38	1
LESS THAN 36	28	28	0.24	0.24	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Table 14. 2001-02 End-of-Course Distribution of Scale Scores
U.S. History

NUMBER OF STUDENTS WITH VALID SCORES*	77,527	HIGH SCORE	89
		LOW SCORE	25
MEAN	56.4	2002 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.3	90	67.13
		75	62.28
VARIANCE	69.5	50 (MEDIAN)	56.52
		25	50.66
		10	45.57

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
89	1	77527	0.00	100.00	99
87	1	77526	0.00	100.00	99
85	4	77525	0.01	100.00	99
84	1	77521	0.00	99.99	99
83	20	77520	0.03	99.99	99
82	13	77500	0.02	99.97	99
81	30	77487	0.04	99.95	99
80	47	77457	0.06	99.91	99
79	86	77410	0.11	99.85	99
78	110	77324	0.14	99.74	99
77	110	77214	0.14	99.60	99
76	255	77104	0.33	99.45	99
75	198	76849	0.26	99.13	99
74	458	76651	0.59	98.87	99
73	461	76193	0.59	98.28	98
72	756	75732	0.98	97.68	98
71	694	74976	0.90	96.71	97
70	1109	74282	1.43	95.81	96
69	1172	73173	1.51	94.38	94
68	1614	72001	2.08	92.87	92
67	1647	70387	2.12	90.79	90
66	1766	68740	2.28	88.67	88
65	2343	66974	3.02	86.39	85
64	2975	64631	3.84	83.37	82
63	2778	61656	3.58	79.53	78
62	3273	58878	4.22	75.95	74
61	3273	55605	4.22	71.72	70
60	3293	52332	4.25	67.50	66
59	3465	49039	4.47	63.25	61
58	3398	45574	4.38	58.78	57
57	3480	42176	4.49	54.40	52
56	3824	38696	4.93	49.91	48
55	3286	34872	4.24	44.98	44
54	3554	31586	4.58	40.74	39
53	3534	28032	4.56	36.16	35
52	2917	24498	3.76	31.60	30
51	2609	21581	3.37	27.84	27
50	3028	18972	3.91	24.47	23
49	2428	15944	3.13	20.57	20
48	2100	13516	2.71	17.43	17
47	2336	11416	3.01	14.73	15
46	1425	9080	1.84	11.71	12
45	1068	7655	1.38	9.87	10
44	1346	6587	1.74	8.50	8
43	1436	5241	1.85	6.76	6
42	747	3805	0.96	4.91	5
41	600	3058	0.77	3.94	4
40	552	2458	0.71	3.17	3
39	545	1906	0.70	2.46	2
38	438	1361	0.56	1.76	1
37	350	923	0.45	1.19	1
36	182	573	0.23	0.74	1
35	159	391	0.21	0.50	1
34	129	232	0.17	0.30	1
33	60	103	0.08	0.13	1
LESS THAN 33	43	43	0.06	0.06	1

Notes: * Students with valid scores are those who attempted at least one item on the test.
Data received from LEAs and charter schools after August 16, 2002 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Appendix

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2001-02 List of North Carolina Charter Schools

A Child's Garden School
Alpha Academy
American Renaissance Charter School
American Renaissance Middle School
Ann Atwater Community School
Arapahoe Charter School
Arts Based Elementary
Artspace Charter School (formerly named Cheshire)
Bethany Community Middle School
Bethel Hill Charter School
Brevard Academy
Bridges
Cape Fear Center for Inquiry
Cape Lookout Marine Science High School
Carter Community School
Charter Day School
Chatham Charter School
CIS Academy
Clover Garden
Community Partners High
Crossnore Academy
Crossroads Charter High
Dillard Academy
East Wake Academy
East Winston Primary School
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Gaston College Preparatory (GCP)
Grandfather Academy
Gray Stone Day School
Greensboro Academy
Guilford Charter School
Haliwa-Saponi Tribal
Healthy Start Academy Charter Elementary School
Highland Charter Public School
Hope Elementary School
Imani Institute Charter School
John H. Baker, Jr. High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Lincoln Charter School
Magellan Charter School
MAST School
Maureen Joy Charter School
Metrolina Regional Scholars' Academy
Millennium Charter Academy
New Century School
Northeast Raleigh Charter Academy
Omuteko Gwamaziima
Orange Charter School
Phoenix Academy
Piedmont Community School
PreEminent Charter School
Provisions Academy
Quality Education Academy
Queen's Grant Community Schools
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
River Mill Academy (formerly River Mill Charter)
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
SPARC Academy
Sterling Montessori Academy
Success Institute
Sugar Creek Charter School
Summit Charter School
The Carter G. Woodson School of Challenge
The Children's Village Academy
The Community Charter School
The Downtown Middle School
The Franklin Academy
The Laurinburg Homework Center Charter School
The Learning Center
The Mountain Community School
The New Dimensions School
The Woods Charter School
Thomas Jefferson Classical Academy
Tiller School
Union Academy
Vance Charter School
Village Charter
Washington Montessori-A Public Charter School
Wayne County Technical Academy

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Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

Department of Public Instruction
Michael E. Ward, State Superintendent

www.ncpublicschools.org

September 10, 2002

MEMORANDUM

TO: LEA Superintendents
LEA Test Coordinators

FROM: Louis M. Fabrizio, Director
Division of Accountability Services

Mildred G. Bazemore, Chief
Testing Section/Division of Accountability Services

SUBJECT: 2001-02 Preliminary State Testing Results

Please find enclosed the 2001-02 Preliminary State Testing Results document that contains data reported to the North Carolina Department of Public Instruction prior to August 17, 2002. This document contains preliminary 2001-02 state testing results for the grade 3 pretest, end-of-grade tests at grades 3-8, alternate assessment academic inventories at grades 3-8, alternate assessment portfolio at grades 3-8, and end-of-course tests. Limited preliminary subgroup information about each of the tests is included.

The Division of Accountability Services/Testing Section is working to complete the final 2001-02 state testing results ("green book") so that the data can be disseminated as soon as possible.

We recognize the hard work and efforts of all North Carolina public educators and students in the progress made during the 2001-02 school year. We encourage the continued commitment to improve student performance in our public schools. Your continued support is appreciated.

Enclosure

LMF:MGB:mlg

C: Dr. Bob Bellamy
Regional Accountability Coordinators

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